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Social Emotional Learning: A Case for Success

Lindsey M. Agoglia

Social Emotional Learning: A Case for Success

by
Lindsey M. Agoglia

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Approval Page

This applied dissertation was submitted by Lindsey M. Agoglia under the direction of the persons listed below. It was submitted to the Abraham S. Fischler College of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

Ashley Russom, EdD
Committee Chair

Jamie Leeder, EdD
Committee Member

Kimberly Durham, PsyD
Interim Dean

Statement of Original Work

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Name

August 28, 2017_____
Date

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Abstract

Social Emotional Learning: A Case for Success. Lindsey M. Agoglia, 2017: Applied Dissertation, Nova Southeastern University, Abraham S. Fischler College of Education. Keywords: Social Emotional Learning, self-efficacy, high school, social cognitive theory, five core SEL competencies, social awareness, self-awareness, self-management, positive relations, responsible decision making, quantitative study

By performing a quantitative research study, this applied dissertation was designed to ascertain the difference between students' self-efficacy who have been exposed to a curriculum that integrated social emotional learning (SEL) skills and those students who have not. Bandura's social cognitive theory was used as the theoretical framework to demonstrate how SEL increases self-efficacy and motivation, which increases academic success. At the time of the study, one school (control school) was not implementing a SEL skills curriculum, while the other school (experimental school) was integrating Personalization for Academic and Social Emotional Learning (PASL), a social emotional learning strategy curriculum into the classroom. This study utilized 1007 junior students and forty-one teachers from these two different schools. Using the Likert scale, the subjects were asked to complete thirty survey questions based on five core social emotional learning competencies: social awareness, self-awareness, self-management, relationship skills, and responsible decision making.

An analysis of the data revealed positive outcomes on all five core social emotional learning skill competencies for those students who were exposed to a curriculum that incorporated SEL strategies, as opposed to those who were not exposed. This indicates that those students who possess social emotional learning skills have a greater self-efficacy, which can correlate to positive success in and out of the school system, which leads to successful and productive community members.

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Chapter 1: Introduction

Research has demonstrated that teaching students social emotional skills has been linked to positive student success (Zins & Elias, 2007). Research has shown that positive student success has been linked to positive outcomes in life and students' well-being (CASEL Guide, 2013; 2015). The positive, personal social emotional connections students make with teachers or other school personnel, are important to help students not only increase their academic achievement, but their motivation and self-efficacy as well (Hallinan, 2008; Mackinnon, 2012; Rhodes, Stevens, & Hemmings, 2011; Rutledge, Cohen-Vogel, Osborne-Lampkin, & Roberts, 2015). Social emotional learning is an integrated approach that incorporates specific SEL skills as well including the entire school environment. There is growing recognition from the federal government that demands the school systems to meet the social and emotional developmental needs of students so they can be successful in the classroom (CASEL Guide, 2013).

> When schools promote personalization for socio-emotional learning, they explicitly build students' capacity to recognize and manage emotions, solve problems, and build relationships with others; these schools also encourage informal personalization through positive school climate achieved through administrators' and teachers' expressed ethic of caring, concern, and support for students' well-being, intellectual growth, and educational success (Vanderbilt Peabody College, 2013, p. 1).

Researchers are providing empirical evidence that positively connects teaching social emotional learning skills to students increases their behavior and academic success (Zins, Bloodworth, Weissberg, & Walberg, 2004). Social emotional learning programs have led

students to make positive connections to school which leads to more engagement and finally improved success in and outside the school setting (Zins, et al., 2004). To produce successful programs, the school system and classroom curriculum must include social emotional skills set forth by Collaborative for Academic, Social, and Emotional Learning (CASEL) (CASEL Guide, 2013; 2015; Zins, et al., 2004).

The Statement of the Problem Summary

Modern schools are graded based on their academic achievements and success of their students (Zins & Elias, 2007). The government mandates that schools meet certain criteria for No Child Left Behind Act (NCLB), Adequate Yearly Progress (AYP), and Pay for Performance and therefore the school system has become preoccupied on how to prepare their students to pass the multitude of high-stakes testing (Simon, 2010; Zins, et al., 2004). Since these schools are being held accountable for not achieving proficiency, educators feel the importance of trying new techniques to help increase academic performance (Hallinan, 2008; Rutledge, et al., 2015). High-quality education and learning are being threatened by distancing the students' and teachers' emotions in the classroom setting (Hargreaves, 2000). Teachers' preoccupation to succeed by increasing test scores have allowed the students' social and emotional needs to falter. Theorists, educators, and policy makers are trying other methods of increasing achievement levels and success rates (Rutledge, et al., 2015).

The Research Problem

Students have stated that because of the stress for them to achieve proficiency, it has left them burnt out, not caring, skipping class, dropping out, and participating in delinquent activities (Zins, et al., 2004). For this reason, theorists and educators are trying

other methods of increasing academic success, positive decision making, and healthy choices (Becker & Luthar 2002; Davis, Solberg, de Baca, & Gore, 2014; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Hoffman, 2009; Merrell, Juskelis, Tran, & Buchanan, 2008; Zins, Bloodworth, Weissberg, & Walberg, 2007; Zins & Elias, 2007). Creating a positive learning environment through SEL is one technique that has been used to increase student academic achievement (Becker & Luthar 2002; Davis, et al., 2014; Durlak, et al, 2011; Hoffman, 2009; Mashburn, Downer, Rivers, Brackett, & Martinez, 2014; Merrell, et al., 2008; Zins & Elias, 2007).

SEL includes a set of techniques that students have obtained and applied to help with self-efficacy, setting and accomplishing goals, creating positive relationships, and making responsible choices, which leads to increases in academic success (Mashburn, et al., 2014; Weissberg & Cascarino, 2013; Zins & Elias, 2007). Students who participate in SEL interventions not only increase their self-efficacy, academic success, and motivation, but are also more likely to make positive relationships and increase respect for school personnel (Academic, Social, and Emotional Learning Act, 2015; Hallinan, 2008; Supporting Emotional Learning Act, 2015).

Integrating social emotional learning strategies in the classroom can only benefit the student. According to Zins and Elias (2007), school is a social environment and learning itself is a social process. Learning does not happen in isolation; rather it relies on a combination of personnel factors, strategies, and support (Zins, Bloodworth, Weissberg, & Walberg, 2007). Research supports the importance of integrating SEL skills into the classroom (Becker & Luthar 2002; Davis, et al.,2014; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Hoffman, 2009; Mashburn, et al., 2014; Merrell, et al.,

2008; Zins, et al., 2007; Zins & Elias, 2007). It is through social emotional learning that students show success through positive academic performance, making healthy choices, creating healthy relationships, positive success in school, positive attitude in school, making confident decisions, good sense of moral judgment, and positive goal setting (Davis, et al., 2014; Durlak, et al., 2011; Hoffman, 2009; Mashburn, et al., 2014; Zins, et al., 2007; Zins & Elias, 2007).

SEL programs allow students to obtain the necessary skills needed to be able to appropriately function in and out of the school setting (Durlak, et al., 2011). These skills are essential to produce well-rounded citizens, and most importantly, they can be taught (Zins, et al., 2007; Zins & Elias, 2007). It is imperative to introduce SEL and these skills to students as early as possible (CASEL Guide, 2013; Denham, 2006). Research states that early SEL intervention is critical for both happiness and academic achievement later in life (Denham, 2006). Determining school readiness can be assessed by a student's positive social emotional learning behaviors (Denham, 2006). Educating students using a SEL program will enhance their self-efficacy, moral development to make positive decisions, and be more motivated to achieve academic success (Academic, Social, and Emotional Learning Act, 2015; CASEL Guide, 2013; 2015; Durlak, et al., 2011; Mashburn, et al., 2014; Supporting Emotional Learning Act, 2015; Zins, et al., 2007; Zins & Elias, 2007).

Phenomenon of Interest

One technique used to increase student academic achievement is creating a positive learning environment through personalized social emotional learning strategies (Demaray & Malecki, 2002; Hallinan, 2008; Rutledge, et al., 2015; Zimmerman 2000).

Students are able to interact with school personnel on a more personal level and feel the care and support that students need to be successful. Teachers offering this support are able to see the increase in success because of this positive interaction. This increase connection improves student self-efficacy and therefore increases their motivation to succeed.

The writer's role. The author is a teacher in a school district in the southeastern United States. She works in a school that decided not to incorporate personalized social emotional learning skills time into their daily schedule. Twenty-one schools out of thirty in the district were on the new schedule of implementing SEL skills in a personalized classroom. The author focused on one school that has incorporated a personalized social emotional learning skills into their schedule for the past four years as well a school that has not yet participated in this new schedule.

Background and Significance

Duckworth (2016) states that teaching students to be productive citizens includes using noncognitive or Social Emotional Learning (SEL) skills like goal setting, positive behavior, work ethic, critical thinking, and character. Angela Duckworth calls these skills "grit" (p.53). Not all good students necessarily possess the academic skills needed to succeed (Duckworth, 2016). Many do possess, however, a set of specific skills that are even more important (Duckworth, 2016). These "grit" skills or SEL skills are what makes these students push for excellence, push to succeed, and push them to their fullest potential (Duckworth, 2016, p.53). Zins and Elias (2007), define SEL as the ability to be a competent, compassionate, well-rounded, and productive member of society. Previous research suggests that SEL programs increase students' social well-being, self-efficacy,

and academic success, while decreasing unwanted behavior and negative self-efficacy towards academics (Zins & Elias, 2007). Implementing SEL programs in the school setting, allows students to improve their ability to manage school demands (Shechtman & Yaman, 2016).

SEL includes a set of techniques that students have obtained and applied to help with increasing self-efficacy, setting and accomplishing goals, creating positive relationships, and making responsible choices (Weissberg & Cascarino, 2013). Zimmerman (2000) states that students' self-efficacy about their ability to achieve academically plays a vital role in their motivation to achieve. Bandura's social cognitive theory is the theoretical framework that underlies the argument for positive SEL in the classroom that develops positive student self-efficacy (Bandura, 1997). Teachers and students cultivate opportunities for self-efficacy through learning and reinforcement (Barclay, 1982).

Contrastingly, studies revealed that poor achievers have been linked to negative life outcomes: poverty, drugs, and prison (Lochner, & Moretti, 2004; Machin, Marie, & Vujić, 2011; Payton, Wardlaw, Gracyzyk, Bloodworth, Tompsett, & Weissberg, 2000; Weissberg & O'Brien, 2004). Currently, research has demonstrated that SEL has made a considerable impact on the success of students that federal policy makers are influencing the passing of two SEL Acts through congress (Academic, Social, and Emotional Learning Act, 2015; Supporting Emotional Learning Act, 2015). The schools' ability to promote a positive environment for students, increases their academic success (Mackinnon, 2012; Rhodes, Stevens, & Hemmings, 2011; Rutledge, et al., 2015). Hallinan (2008) states that academic achievement has been linked to those students who

enjoy school. He also states that these students have fewer disciplinary issues and are less likely to dropout (Hallinan, 2008).

Research shows that implementing social emotional learning in the school system increases students' self-efficacy which leads to an increase in positive self-awareness, well-being, and success in and out of the school setting.

Deficiencies in Evidence

Although previous research (Adams, 2013; CASEL Guide, 2015; Castro-Olivo, 2014; Durlak, et al., 2011; Espelage, Low, Van Ryzin, & Polanin, 2015; Mashburn, et al., 2014; Merrell, Juskelis, Tran, & Buchanan, 2008; Shectman & Leichtentritt, 2004; Slaten, Rivera, Shemwell, & Elison, 2016; Somers, Owens, & Piliawsky, 2008; Zins & Elias, 2007) has determined a positive impact on student success through the incorporation of Social Emotional Learning in the classroom curriculum, no research has been conducted to establish the effects of a personalized classroom period that specifically teaches social emotional learning skills has on students self-efficacy. This research adds to the field of applied research by presenting data that involves integrating social emotional learning skills in the school setting and classroom curriculum.

The Purpose of the Study

The purpose of this phenomenological quantitative study was to address the effectiveness of a classroom that incorporated social emotional learning skills into the curriculum and how it increased students' perception of self-efficacy and ultimately student success. Students state that because of the stress for them to achieve proficiency, it has left them not caring, skipping class, dropping out, participating in delinquent activities, and a lower self-efficacy (Zins, Bloodworth, Weissberg, & Walberg, 2004).

This research focused on incorporating a social emotional learning intervention, Personalization for Academic and Social Emotional Learning (PASL), into the classroom curriculum. The reason for incorporating SEL interventions into the school curriculum was to increase students' motivation, self-discipline, self-motivation, peer relations, positive attitudes, and self-efficacy, which will ultimately lead to positive student success in and out of the school system (Adams, 2013; Bandura, 1978; CASEL Guide, 2013; 2015; Castro-Olivo, 2014; Durlak, et al., 2011; Espelage, et al., 2015; Mashburn, et al., 2014; Merrell, Juskelis, Tran, & Buchanan, 2008; Shectman & Leichtentritt, 2004; Slaten, et al., 2016; Somers, Owens, & Piliawsky, 2008; Zins & Elias, 2007).

Definitions

For the purpose of this applied dissertation, the following definitions were used.

Core Team. The core team is composed of administrators, guidance counselors and class sponsors that monitor the cohort of students through all four years of school (Rutledge, et al., 2012).

Educator Teams (ET). The ET includes PASL teachers and a core team. PASL teachers are considered the grade level personalized classroom teacher (Rutledge, et al., 2012).

Intentional Points of Contact (IPC). IPCs include PSMs and RCIs (Rutledge, et al., 2012).

Looping. Looping is defined as having the same students for multiple years in a row (Cistone & Schneyderman, 2004; Rutledge, Cohen-Vogel, Osborne-Lampkin, & Roberts, 2015).

Personalization for Academic and Social Emotional Learning (PASL). PASL is a Social Emotional Intervention that is being implemented in some Hope Valley Public High Schools (Rutledge, et al., 2012).

Problem Solving Meetings (PSMs). PSMs are meetings between the core team, the PASL teacher, and the student. If there is a problem with the student's grades, attendance, behavior, success or discipline, a meeting will be implemented to rectify the problem (Rutledge, et al., 2012).

Professional Development (PD). Professional development is when educators collaborate together about best practices (Rutledge, et al., 2012).

Rapid Check-Ins (RCIs). RCIs are interactions that a PASL teacher, staff member, guidance counselor makes with a student. This can include in-depth conversations about grades or test scores, or can be as simple as asking how your day is going (Rutledge, et al., 2012).

Relationship skills. Creating relationship skills is the ability to create and sustain healthy, gratifying relationships with diverse individuals (CASEL Guide, 2013; 2015). These skills include the capability to communicate and listen effectively, abstain from peer pressure, and know when to seek help when needed (CASEL Guide, 2013; 2015; Weissberg, Durlak, Domitrovich, & Gullotta, 2015).

Responsible decision making. Responsible decision making entails making appropriate and informed decisions based on social, ethnic, cultural, personal, and safety considerations (CASEL Guide, 2013; 2015; Weissberg, et al., 2015).

Self-aware. Self-aware allows students to assess their own strengths and weaknesses, and their sense of confidence (CASEL Guide, 2013; 2015; Weissberg, et al., 2015).

Self-efficacy. Self-efficacy is defined as student's belief that they can succeed, teacher's belief that the student can flourish, and an environment that fosters success (Bandura, 1978).

Self-management. Self-management is the ability to manage and adapt ones emotions and behaviors depending on the circumstances as well as setting and achieving personal and academic goals (CASEL Guide, 2013; 2015; Weissberg, et al., 2015).

Small Learning Communities (SLC). For the purpose of this paper, SLC are the Educator Team. SLC promotes collaboration and communication between students and teachers which allows for increase engagement and support (Rutledge, et al., 2012).

Social Emotional Learning (SEL). SEL "is the process of acquiring and effectively applying the knowledge, attitudes, and skills necessary to understand and manage emotions, setting and achieving positive goals, feeling and showing empathy for others, establishing and maintaining positive relationships, and making responsible decisions" (CASEL Guide, 2015 p. 5). It incorporates five core concepts: self-awareness, self-management, social awareness, relationship skills, and responsible decision making (CASEL Guide, 2013; 2015; Weissberg, et al., 2015).

Socially awareness. Socially aware students must empathize with and support others from diverse cultural and ethnic backgrounds and take into consideration their social norms (CASEL Guide, 2013; 2015; Weissberg, et al., 2015).

Student Success. In this study student success is defined as positive behavior, increase of class participation, increase achievement and success, and increase of class attendance.

Conclusion

In order to develop student self-efficacy, schools used positive, personalized social emotional learning strategies to increase academic achievement (Rutledge, 2012). Bandura's social cognitive theory reinforces the idea that students have the ability to positively alter their motivation and self-efficacy based on positive influences. The positive, personal social emotional connections students made with teachers or other school personnel were important to help students not only increase their academic achievement, but their motivation and self-efficacy as well (Hallinan, 2008; Mackinnon, 2012; Rhodes, Stevens, & Hemmings, 2011; Rutledge, et al., 2015). An increase in self-efficacy resulted in an increase of student success (Adams, 2013; Bandura, 1978; CASEL Guide, 2013; 2015; Castro-Olivo, 2014; Durlak, et al., 2011; Espelage, et al., 2015; Mashburn, et al., 2014; Merrell, et al., 2008; Shectman & Leichtentritt, 2004; Slaten, et al., 2016; Somers, Owens, & Piliawsky, 2008; Zins & Elias, 2007).

Chapter 2: Literature Review

Many articles have been written to explain the effectiveness of social emotional learning in the school environment (Adams, 2013; CASEL Guide, 2013; 2015; Castro-Olivo, 2014; Durlak, et al., 2011; Espelage, et al, 2015; Mashburn, et al., 2014; Merrell, et al., 2008; Shectman & Leichtentritt, 2004; Slaten, et al, 2016; Somers, et al., 2008; Zins & Elias, 2007). Although the literature covers a wide variety of positive affects in behavior, self-efficacy, and academics, this review focuses on social emotional learning interventions and its support on the growth of students as productive citizens in and out of the school environment, which is an emerging theme repeated throughout the literature review. The major topics discussed were the social cognitive theoretical perspective and how it relates to SEL, the effects of SEL interventions in the regular classroom setting on students with disabilities, English Language Learners (ELL), minority students, and its effects on minimizing bullying. In general, the research supports an increase in self-efficacy and students' success when social emotional skills are implemented (Durlak, et al., 2011).

In pursuit of understanding the effects of implementing SEL into the classroom and the school system, the following educational databases were used: Education Resources Information Center and ProQuest Central. Only peer-reviewed and scholarly articles were accessed. The key words used in research included: self-efficacy, social emotional learning, interventions, increase academics, success, and positive behavior.

Theoretical Perspective

The social cognitive theoretical framework underlies the argument to increase student self-efficacy by incorporating positive social emotional learning in the classroom

curriculum. The social cognitive theory was originally developed by Albert Bandura in 1977 and was primarily used to study the acquisition of social behavior, and understanding classroom motivation, learning, and achievement (Pajares, 1996; Zimmerman, 2002). Social cognitive theory, formerly named social learning theory, states that learning is shaped through social interactions, role modeling, verbal interactions, feedback, and support (Bandura, Adams, & Beyer, 1977). Bandura (1977; 1978) states that behavior is based on a person's expectancies. There are three fundamental expectancies or factors involved in the social cognitive theory: (a) expectancies of intrapersonal outcomes (cognitive) relating to the person's own actions, (b) expectancies of environmental events or the relationship among them, and (c) expectancies of one's behavior, or the self-efficacy of ones competencies to perform specific behaviors to get desired outcomes (Bandura, 1977; 1978). Since the outcomes of many SEL programs are to mold or re-shape the person's behavioral expectancies through modeling and practice, this study is grounded in the social cognitive theory (Bandura, 1977; 1978). It is the interactions between these factors that determine a person's behavior and motivation. Bandura (1978) suggests that these factors involve a "triadic reciprocal interaction" (p. 346). Depending on the individual person and how he or she (a) views himself or herself, (b) interacts with the environment, and (c) relies on what others say or think, will depend on how strong each of these factors influence his or her life (Bandura, 1978). In the school setting, "triadic reciprocal interaction" involves a student's belief that he or she can succeed, the teacher's belief that the student can flourish, and an environment that fosters success (Bandura, 1978, p. 346, 2001). Bandura (1989) stated that people contribute to their own motivation through a "triadic reciprocal

causation" (p.1175). Based on how the factors are influenced, the more positive the influences, the more positive self-efficacy which results in a more motivated student (Bandura, 1989).

The social cognitive theory indicates that learning occurs in a social context with complex and mutual interaction of the person, their behavior, and the environment (Bandura, 1989). The social cognitive theory utilizes past experiences as a factor into whether a behavioral action will occur (Bandura, 1989; 1997). Social cognitive theory stresses the importance of a continuous interaction among one's behavior, one's personal factors, and the environment (Bandura, 1977; 1989). Additionally, social cognitive theory accounts for past experiences and their impact on whether a behavioral action will occur; therefore, social cognitive theory was the basis of incorporating social emotional learning skills in the classroom (Bandura, 1989; 1997). Bandura's theory illustrates that students with greater self-efficacy are more confident in their abilities to be successful and that greater self-efficacy is a product of a student's experiences, observations, and influences from the environment (Bandura, 1989).

Bandura (1989) explained that motivation, affect, and action are a reaction of self-efficacy. Bandura (1978; 2001) suggested that when people are positively reinforced (e.g., praising, modeling, motivating, etc.), they do more than learn the correct behavior, they actually set goals for themselves to achieve. The setting of goals and the desire to succeed is considered self-efficacy. (Bandura, 1978; 2000). Bandura (1978) stated that a person's ability can be judged based on ones' efficacy of willingness to achieve. When people change their level of self-efficacy, it changed their attitude toward the activity and the determination to complete the activity (Bandura, 1977; 1978). Zimmerman (2000)

stated that a slight modification in a student's performance can affect his or her self-efficacy. Additionally, students' self-efficacy contributes to their own learning process and can facilitate their academic achievement (Zimmerman, 2000). Students' self-efficacy about their ability to achieve academically plays a vital role in their motivation to achieve (Zimmerman, 2000).

Bandura (1997) states that teaching students to be able to educate themselves by providing them with self-regulatory efficacy skills (e.g., skills for planning, organizing, adapting one's own motivation, etc.) is an essential goal of the education system. Teaching these skills normally does not happen during formal instruction (Bandura, 1997). Bandura (1997) states that a student's robust sense of self-efficacy creates a high level of motivation and academic interest and success, while a low self-efficacy reveals negative disincentives. Students with high self-efficacy are able to attempt tasks and persevere even when the tasks are overly difficult, while students with low self-efficacy tend to give up easily (Tollefson, 2000). Students who have a high self-efficacy expectation (e.g., belief that they can succeed) and a high outcome expectation (e.g., belief that specific actions lead to specific outcomes) approach academics with self-confidence and proceed through the challenging task with optimism because they believe they can succeed with the abilities that they possess (Tollefson, 2000).

In the social-cognitive theory, there are three ways a person can change their basic behavior process: (a) new behavior patterns are formed, (b) how behaviors change under different situations, and (c) how behaviors are maintained (Bandura, 1997). Self-efficacy is the belief that students can change their behavior, if they are motivated to succeed, and once successful how to maintain the new changes (Bandura, 1997). The belief that

students can motivate themselves to self-regulate their behavior and be able to modify it when needed is imperative to the success of students in and out of the school setting (Bandura, 1997). When students lack self-efficacy, they lack the motivation to change behavior in difficult situations which leads students to choose unhealthy activities, which leads to unsuccessful students (Bandura, 1997).

Bandura (1997) suggested that students are able to successfully get through challenging situations because of their high self-regulatory efficacy that uses behavioral and cognitive strategies (e.g. belief in self, coping skills, avoiding risky situations, etc.). A high self-regulatory allows students to enter an environment and make positive decisions (Bandura, 1997). Students who are successful in and out of school are able to self-regulate their motivation by using behavioral and cognitive strategies (Bandura, 1997). Students not only need to possess self-regulatory skills, but they also need to be able to correctly put them to use (Bandura, 1997). Self-regulatory skills allow students to monitor their thoughts and behaviors in difficult situations to be able to modify their responses so they can succeed (Bandura, 1997). The more self-regulatory skills students acquire, the more positive self-efficacy which will then result in students who are motivated to succeed and meet their goals (Bandura, 1997).

Historical Context

The social emotional learning skills historical context started in Greece during Plato's era. In Plato's work, "The Republic," he explained how important it is to have students exposed to a curriculum that is all-encompassing (Blankenship, 1996; Losin, 1996). Plato believed that there are three parts to a student's soul, therefore educating students has to be a balanced approach (Blankenship, 1996; Losin, 1996). He also

believed that education was more than Reading, Writing, and Arithmetic; it should also involve the arts, problem solving, studying about morals, and making judgments based on your knowledge (Losin, 1996). By allowing students to explore a holistic approach to education, the student becomes a well-rounded person in society (Losin, 1996).

In the Western hemisphere, the historical context of SEL began in the 1960's, during the mental health movement. During this time period, research showed that mental health could account for a student's academic development (Bakker, 2007). High expectations on philanthropic excellence increases children's moral development, happiness, and educational growth (Bakker, 2007). James Comer (1988, 11), was another SEL advocate of this time period. He initiated the Comer School Development Program, a program established after the New Haven Intervention Program which studied two low socio economic, low-achieving, majority African American elementary school in Connecticut who had the worse academic achievement in the area (Comer, 1988, 11; Coulter, 1993). The Comer School Development Program resulted in the school achieving higher academic scores and fewer behavior problems (Coulter, 1993). Comer wrote his findings in his article, "Educating Poor Minority Children," which stated that academic success is formed by the student's psychological experiences in the school and home environments (Comer, 1988, 11; Coulter, 1993). The Comer School Development Program project and his findings added to the drive for incorporating SEL in curriculum (Comer, 1988, 11).

In 1994, Collaborative to Advance Social and Emotional Learning (CASEL) was established by researchers, practitioners, and child advocates to study the effects of SEL on students and their education (CASEL Guide, 2013; 2015). Maurice Elis, Daniel

Goleman, Eileen Rockefeller Growald, Timothy Shriver, Roger Weissberg, and Joseph Zins became known as the co-founders of the SEL movement and helped to create the social emotional learning movement (CASEL Guide, 2013; 2015). CASEL's main purpose is to prepare students for success in and out of the school system by progressing social and emotional learning, supporting educational policies, and increasing evidence-based practice (CASEL Guide, 2013; 2015). The push to recognize SEL as an important aspect of academia was also driven by the book, "Emotional Intelligence: Why It Can Matter More than IQ," that was published in 1995. In 1997, members of CASEL researched, studied, and coauthored a book, "Promoting Social and Emotional Learning: Guidelines for Educators," which studied the connections between students, educational learning, their well-being, and choices made (CASEL Guide, 2013; 2015). As a result of these studies, the social emotional field was conceived (CASEL Guide, 2013; 2015). In 2001, CASEL changed its name to Collaborative for Academic, Social, and Emotional Learning to reflect a more solid correlation between academia and Social emotional learning (CASEL Guide, 2013; 2015). "Safe and Sound: An Educational Leader's guide to Evidence-Based Social and Emotional Learner (SEL) Programs," was published in 2003 by CASEL to reflect the first of many all-inclusive review of school-based social and emotional learning programs (CASEL Guide, 2013; 2015). CASEL co-founders released, "Building Academic Success on Social and Emotional Learning: What Does the Research Say?" which compiled a comprehensive body of research to validate the effectiveness of SEL and its positive effect to academic learning and student success (CASEL Guide, 2013; 2015). CASEL's landmark report, "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal

Interventions was released in 2011 (CASEL Guide, 2013; 2015). The importance of social emotional learning intervention integration in the classroom curriculum is emphasized by the correlation between SEL and the eleven percentile gain in academic achievement (CASEL Guide, 2013). Through evidence based research on effective and successful SEL programs in schools, CASEL releases the first, "2013 CASEL Guide: Effective Social and Emotional Learning Programs: Preschools and Elementary School Edition" (CASEL Guide, 2013). After the release of the CASEL Guide, educators understood the usefulness of implementing SEL in their curriculum and required a quality SEL program for all of their students (CASEL Guide, 2013; 2015). In 2015, CASEL and nearly one hundred contributors collaborated and published the "Handbook for Social Emotional learning Research and Practice" (Durlak, et al., 2015). CASEL released the second Social and Emotional Learning Guide in 2015. This guide, "2015 CASEL Guide: Effective Social and Emotional Learning Programs: Middle and High School Edition" focuses on implementing programs and interventions for middle and high school students (CASEL Guide, 2015).

In more recent years, SEL has become increasingly more important to integrate in the classroom. In 2011, SEL became an amendment to the Elementary and Secondary Education Act of 1965 (Elementary and Secondary Education Act of 1965). The Elementary and Secondary Education Act of 1965 amendment endorsed the use of SEL in the classroom through teacher training (Elementary and Secondary Education Act of 1965). The training focused on preparing teachers to help students acquire the knowledge that will allow them to become well-rounded (Elementary and Secondary Education Act of 1965). The integration of SEL into the classroom and federal policy did not stop here.

In 2015, Congresswomen Davis and Congressman Ryan spearheaded two different SEL Acts: H.R. 497 "Supporting Emotional Learning Act" and H.R. 850 "Academic, Social, and Emotional Learning Act of 2015" respectfully. These Acts were enacted to address training for teachers to include SEL into their curriculum (Academic, Social, and Emotional Learning Act, 2015; Supporting Emotional Learning Act, 2015). The goals of these acts are for students to flourish both academically and socially when introduced to SEL (Academic, Social, and Emotional Learning Act, 2015; Supporting Emotional Learning Act, 2015). By introducing SEL into the curriculum, Congress expects a decrease in problematic behavior and truancy, and an increase in motivation to succeed in school by better grades, test scores, and graduation rates (Academic, Social, and Emotional Learning Act, 2015; Supporting Emotional Learning Act, 2015).

Social Emotional Learning Components

According to Zins and Elias (2007), Social Emotional Learning (SEL) is the ability to be a competent, compassionate, well-rounded, and productive member of society. It is a combination of emotions, social behaviors, and cognitions that creates SEL (CASEL Guide, 2013; 2015; Durlak, et al., 2011; Weissberg, et al., 2015; Zins, et al., 2007; Zins & Elias, 2007). CASEL states that to make successful students, responsible citizens, and decrease the rate of dangerous behaviors, schools should integrate social and emotional skills into the curriculum (CASEL Guide, 2013; 2015; Durlak, et al., 2011; Zins, et al., 2004; Zins & Elias, 2007). CASEL Guide (2013) states that

> Social and emotional learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive

> goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (p. 4)

To produce successful programs, the school system and classroom curriculum must include social emotional skills set forth by CASEL (CASEL Guide, 2013; 2015; Zins, et al., 2004). CASEL (2013; 2015) acknowledges five core competencies that should be a part of any SEL program: social awareness, self-awareness, self-management, relationship skills, and responsible decision making (CASEL Guide, 2015; Weissberg, et al., 2015). To be socially aware, students must empathize with and support others from diverse cultural and ethnic backgrounds and take into consideration their social norms (CASEL Guide, 2013; 2015; Weissberg, et al., 2015). CASEL (2015) describes social awareness as "The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports" (p. 5). Being self-aware allows students to assess their own strengths and weaknesses, and their sense of confidence (CASEL Guide, 2015; Weissberg, et al., 2015). CASEL (2015) describes self-awareness "The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism" (p. 5). Self-management is the ability to manage and adapt ones emotions and behaviors depending on the circumstances as well as setting and achieving personal and academic goals (CASEL Guide, 2013; 2015). CASEL (2015) describes self-management as "The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and

setting and working toward achieving personal and academic goals" (p. 5). Creating relationship skills is the ability to create and sustain healthy, gratifying relationships with diverse individuals (CASEL Guide, 2013; 2015). Relationship skills include the capability to communicate and listen effectively, abstain from peer pressure, and know when to seek help when needed (CASEL Guide, 2013; 2015; Weissberg, et al., 2015). CASEL (2015) describes relationship skills as "The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed" (p. 6). The last competency is responsible decision making which entails making appropriate and informed decisions based on social, ethnic, cultural, personal, and safety considerations (CASEL Guide, 2013; 2015; Weissberg, et al., 2015). CASEL (2015) describes responsible decision making as "The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others" (p. 6).

Implications for SEL in the Classroom Setting

Implementing SEL programs in the school setting helps foster five competencies defined by CASEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision making (CASEL Guide, 2013; 2015). Schools encourage motivation to increase academic achievement by creating personalized relationships, an environment that is supportive, and educators that value students' interest (Akey, 2006). Personalizing learning through social support and contact in the classroom has increased

student achievement (Demaray & Malecki, 2002; Rutledge, et al., 2015; Zimmerman, 2000). Hallinan (2008) stated that academic achievement has been linked to those students who enjoy school, have fewer disciplinary issues, and are therefore less likely to dropout. Students who have an increase of positive social emotional support from teachers (e.g., treating students with kindness, fairness, compassionately, etc.) seem to not only increase their academic achievement, but are also more likely to have positive relationships with classmates, respect for school staff, and be involved in extracurricular activities (Hallinan, 2008). Hallinan stated that teachers who hold high expectations for students and support them emotionally, can increase students' self-confidence and ultimately increase their motivation to achieve success.

Social emotional learning programs which are structured around teaching the five core components set forth by CASEL (self-awareness, social awareness, responsible decision making, self-management, and relationship management) promote a healthy environment that fosters a positive climate conducive to personal and academic success (Zins, et al., 2004). SEL programs promote positive opportunities for student success by teaching specific SEL skills (self-efficacy, self-awareness, etc.) (Zins, et al., 2004). Once these social emotional skills are acquired (e.g. set positive goals, solve problems, maintain positive relationships, etc.), students can then apply these skills to increase their behavior, engagement, and academic success (Zins, et al., 2004).

Rutledge, Cohen-Vogel, Osborne-Lampkin, and Roberts (2015) studied four urban high schools and their ratings of effectiveness. Rutledge, et al. used a set of eight components to identify a school as highly effective (e.g. quality instruction, rigorous and aligned curriculum, personalized learning connections, culture of learning and

professional behavior, connections to external communities, learning-centered leadership, systemic use of data, and systemic performance accountability). The results revealed that the higher performing schools had higher levels of a supported environment and had structured programs that focused on students' social and academic necessities (Rutledge, et al., 2015). Rutledge, et al. call these strategies that reinforced personalized academics and social emotional learning needs of students' "Personalization for Academic and Social Emotional Learning (PASL)" (p. 1). The PASL framework is grounded in two different theories: a) the organization theory of control and commitment strategies and b) the social cognitive theory (Rutledge, et al., 2015). The control strategies focus on the hierarchal of the school system; where administrators are over teachers, and teachers are over students (Rutledge, et al., 2015). The strategies are reinforced by the highly structured classroom setting with specific standards and objectives for students to achieve, making students accountable for their learning (Rutledge, et al., 2015). Commitment strategies are the organizational strategies that encourage the educators to increase their learning by attending Professional Learning Communities (PLC), and other professional development workshops (Rutledge, et al., 2015). The social cognitive theory that focuses on the triadic reciprocal determinism believes that students can change their self-efficacy based on how they perceive themselves, how teachers perceive them, and how they interact with the environment (Rutledge, et al., 2015). When a school focuses on these strategies, students can increase their sense of belonging, their motivation, academic success, positive relationships, positive behavior, are encouraged to set and achieve their goals, and increase their self-efficacy (Rutledge, et al., 2015).

Students' prosocial attitudes and beliefs of themselves, others, and work is what SEL programs accentuate (Elias, Zins, Weissberg, Frey, Greenberg, Haynes, Kessler, Schwab-Stone, & Shriver, 1997b). Elias, et al. states that the "four C's: Confidence, Competence, Chances, and Caring," cultivates students' healthy self-esteem (p. 31). Students need to develop confidence in knowing they can succeed, accomplish, and be successful in different situations (Elias, et al. 1997b). Academic and social success comes when competencies of the material needed is presented and mastered (Elias, et al. 1997b). Students need to be given chances to practice their skills in a supportive and nonjudgmental environment (Elias, et al. 1997b). Caring is one of the most important values that students feel and learn. It is imperative that students feel appreciated and important members of the classroom (Elias, et al. 1997b). Students learn to care for themselves and others through the modeling of educators caring for them (Elias, et al. 1997b).

Demaray and Malecki (2002) studied the relationship between perceived social support, motivation, and academic achievement of students. Demaray and Malecki found that if students have a positive perception of social support, their academics would increase and if students have a negatively perceived social support, then their academics would decrease. Demaray and Malecki study also revealed that those students that perceived low social support have more problematic behaviors, and those students with high perceived social support have less problematic behaviors and an increase in academics. When students have positive social support, they are more likely to make positive decisions and less likely to make negative decisions (Demaray & Malecki, 2002).

Zins, Bloodworth, Weissberg, & Walber (2007) stated that with the increasing emphasis on high-stakes testing, accountability, and school performance, the need for integrating social emotional learning interventions in the curriculum is now more necessary than ever before. Since schools are social places and learning is a social process, social emotional learning is an essential component to incorporate in the school curriculum (Zins, et al., 2007). For learning to occur, students interact and collaborate with other students, teachers, and support staff (Zins, et al., 2007). Teaching students in a safe and supportive environment is important to increase student engagement (Zins, et al., 2007). Teaching social emotional learning skills increases students' positive behavior, positive relationships, self-efficacy, and positive goal setting, while decreasing negative behaviors, delinquency, and unhealthy relationships and decisions (Zins, et al., 2007). Educating students on self-awareness, social awareness, responsible decision making, self-management, and relationship management, will lead students to become successful (Zins, et al., 2007). Developing these skills allows students to learn important life skills that will lead them to live a successful and productive life (Zins, et al., 2007).

Educators agree that when a school's curriculum focuses on social and emotional learning skills, students' academic achievement and positive personal relationships increase, while problematic behaviors and negative relationships decrease (Elias, Zins, Weissberg, Frey, Greenberg, Haynes, Kessler, Schwab-Stone, & Shriver, 1997a). SEL skills and interventions are especially important for students at risk (Elias, et al. 1997a). Showing and teaching these at risk students about caring, support, selflessness, empathy, goal setting, motivation, and self-efficacy are SEL skills that can positively change their attitudes and create a culture where they feel welcomed (Elias, et al. 1997a). Teaching

SEL skills to students allows schools to reinforce the importance of educating all students (Elias, et al. 1997a). Promoting SEL skills permits students to focus on academics (Elias, et al. 1997a). Teaching students social emotional learning skills allows students to gain the necessary skills to recognize and focus on positive attitudes, decisions making, self-management, and self-efficacy rather than focusing on negative behaviors, diminishing attitudes, violent habits, and truancy (Elias, et al. 1997a).

The Nurturing Curriculum, studied by Vespo, Capece, and Behforooz (2006), reinforced the notion that students can increase their academic success when taught social emotional learning skills. The Nurturing Curriculum social emotional learning intervention included lesson in: "self-image, self-awareness, appropriate expression of feelings, empathy, communication skills, and appropriate peer interaction" (Vespo, Capece, & Behforooz, 2006, p. 277). After the lessons were implemented, teachers stated that they not only saw a positive difference in their students' academics, but were able to make personal connections with their students as well (Vespo, Capece, & Behforooz, 2006). The personal connection allows teachers to connect with their students on another level, and understand how their students' relationships with peers, family, and the environment affects their learning (Vespo, Capece, & Behforooz, 2006). Teachers also documented an increase in their students' class participation and verbal skills (Vespo, Capece, & Behforooz, 2006). Those kindergarten students who participated in the Nurturing Curriculum social emotional learning intervention resulted in a decrease in aggression, disruptive behavior, socially immature behavior, while experiencing an increase in academic motivation (Vespo, Capece, & Behforooz, 2006).

Johnson and Johnson (2004), stated that learning social and emotional skills are essential because the environment that we, as humans, live in is characterized as a social, small-group community. Appropriately interacting with people, expressing ones thoughts and emotions, and internalizing attitudes (e.g. goals, problem solving, emotions, etc.) are all important traits to acquire to lead a productive and successful life (Johnson & Johnson, 2004). Johnson and Johnson suggested that there are "three C's" to promoting social and emotional learning (p. 40). "Cooperative community, constructive conflict resolution, and civic values," are vital areas for students to develop SEL skills in, so that they can be successful in life (Johnson & Johnson, 2004, p.41). In order to do this, the "three C's" should teach students/people how to set and achieve positive goals, make responsible decisions, make and maintain positive relationships, manage conflicts effectively, appropriately express emotions and opinions, and solve problems efficiently (Johnson & Johnson, 2004, p.41). The "Three C's" program has been used and demonstrated effective in a variety of schools, socio economic areas, and industrial countries across the world (Johnson & Johnson, 2004). It is important for educators, and other school personal to understand that for the "three C's" program, as well as other SEL interventions to succeed, it must be implemented in a social environment, where students interact with a variety of people and places (Johnson & Johnson, 2004).

Developing SEL skills such as goal setting, critical problem solving, organization, positive self-efficacy, and self-motivation are important for students to acquire as well as for those who want to be successful in the real world (Elias, et al., 1997a; 1997b). Students' perceptions of their school and classroom climate has been correlated to students' academic performance (Elias, et al., 1997a; 1997b; Garmezy, 1989; Haynes,

Emmons, Gebreyesus, & Ben-Avie, 1996). A more caring and supported environment that emphasizes positive growth, development, self-efficacy, and a sense of belonging can ultimately reinforce students' respect for education, educators, and the learning process (Elias, et al., 1997a; 1997b; Garmezy, 1989; Haynes, et al., 1996). Removing obstacles from the classroom environment and reinforcing students to develop meaningful positive skills allows them to explore a deeper understanding for the subject (Elias, et al., 1997a; 1997b). This commitment for learning includes higher frequency of participation and desire to improve and succeed in the classroom setting (Elias, et al., 1997a; 1997b).

Worthwhile social emotional learning programs promote building good character (Bear, Cavalier, & Manning, 2005). Good character includes being able to adapt in difficult situations, having good values and morals (e.g. positive goal setting, honesty, respect, trustworthiness, etc.), empathy towards others, positive behavior, and cooperation (Bear, et al., 2005). According to Bear, et al. and Elias, et al. (1997a; 1997b), social emotional learning should emphasize educating students on how to perceive, monitor, manage, and modify their cognitions, emotions, and behaviors when interacting in different situations. Self-discipline, self-regulatory, self-control, and responsibility are essential features of successful SEL interventions (Bear, et al., 2005). Since school and society are both social institutions, it is imperative for students to understand and use these skills in order to help self-monitor themselves to make good decisions and be self-disciplined (Bear, et al., 2005). Students who have a positive self-discipline report having feeling closer to peers and teachers. These students act more responsible and in return create a more positive learning environment (Bear, et al., 2005). Students who have a

more supported environment, increased sense of belonging, interact and participate more in the classroom setting, care about their school, ultimately increase their academic success (Bear, et al., 2005). Students' self-worth is increased when students increase their self-discipline, academic success, determination, and self-perceptions (Bear, et al., 2005). Educating students in self-discipline, allows students to make healthy decisions in and out of the school system, as well as contributing to academic success, well-being, and a positive self-worth (Bear, et al., 2005).

Implications for SEL With Students With Disabilities

Adams' (2013) study examined students labeled as Emotionally Disturbed (ED) and Autism Spectrum Disorders (ASD) and the effects of SEL has on increasing their social emotional skills. It is important to help these students increase their social emotional skills so they can build the foundations to be independent and productive members of society (Adams, 2013). Adams stated that social emotional skills are better maintained and able to be generalized when implementing these skills continually and integrating them across disciplines throughout the school environment (Adams, 2013). SEL intervention programs decrease students' negative behavior while increasing their awareness of SEL skills (Adams, 2013). For SEL intervention programs to be successful in the school environment, Adams made three policy recommendations: a) students' social-emotional functioning must be measured and conveyed to stakeholders so that SEL can become an essential part of the school's curriculum framework, b) teachers must be aware of students' language deficits to make sure that it does not interfere with the social-emotional skills learned, and c) SEL skills should become nation-wide standards since there is evidence that SEL skills promote academic success.

Shechtman & Leichtentritt's (2004) study examined a SEL program called affective teaching that was integrated into a specific content area (affective teaching) to not only improve classroom management but to also decrease students' negative classroom behavior (e.g., off task, moving and talking without permission, etc.). Affective teaching involves learners to become self-aware, through sharing their feelings and comparing personal stories and experiences with other students (Shechtman & Leichtentritt, 2004). Providing SEL through affective teaching interventions improves the social climate of the class, mental health, relationships, and positive behavior (Shechtman & Leichtentritt, 2004). Shechtman and Leichtentritt's study resulted in the affective classroom students displaying less delinquent behaviors (e.g., off task behavior, aggression, etc.) and more positive behaviors (e.g., expressions of thought and feelings, peer support, etc.).

Wehmeyer, et al.'s (2013) study included high school students with mental handicaps and learning disabilities who were either exposed to a variety of self-determination interventions (i.e. experimental group), or were not exposed to any interventions (i.e. control group). To make students successful in life, social emotional learning and self-determination skills interventions should include lessons in setting and achieving goals, problem solving techniques, making responsible decisions, positive and effective communication, positive relationship skills, self-regulatory and monitoring, and self-advocacy (Wehmeyer, et al., 2013). Self-determination is important for students with disabilities to obtain because it leads to an increase motivation to learn academics, positive employment competencies, independent living skills, positive recreation and leisure routines, and a more successful, productive, and satisfied life (Wehmeyer, et al.,

2013). Wehmeyer, et al. research resulted in an increase in self-determination capabilities (i.e. setting and achieving goals, self-regulatory, positive self-efficacy, etc.) with those students who engaged in self-determination interventions that taught social emotional learning skills.

Implications for SEL With English Language Learners

Castro-Olivo (2014) stated that Culturally and Linguistically Diverse (CLD) students have long been identified as an at risk population. Latino English Language Learners (ELL) students have been identified as more likely to drop out of school, are overrepresented in juvenile detention centers, and report higher levels of acculturative stress (Castro-Olivo, 2014). Castro-Olivo's quasi-experimental research evaluated Latino ELLs that participated in *Strong Teens* SEL program. An important goal for a SEL program for this specific population should include culturally relevant material so students can relate to and apply it in their daily lives and help them adjust to cultural differences (Castro-Olivo, 2014). ELL students who participated in this program report having higher levels of engagement, increased levels of SEL skills, improved sense of belonging, and increase social and emotional resiliency as compared to those students who did not partake in any SEL interventions (Castro-Olivo, 2014).

Winsler, Kim, and Richard (2014), examined the effects of social emotional learning and behavioral skills had on ELL students learning the English language. Those four year old students who were taught SEL skills were better prepared to obtain to the new language (Winsler, Kim, & Richard, 2014). Social emotional skills also allowed students to express higher levels of self-control, ingenuity, and attachment, while experiencing less behavior problems (Winsler, Kim, & Richard, 2014). Students who

learned social emotional earning skills and went on to become emergent English learners had an increase in self-confidence, motivation, outgoingness, learning gains, and a more willingness to communicate, while decreasing anxiety as opposed to those students who did not participating in any SEL intervention (Winsler, Kim, & Richard, 2014). With the increase in English Language Learners in the United States and the learning gap that develops due to their lack of English language proficiency, it is imperative to incorporate social emotional learning strategies into the curriculum in order to increase their English acquisition (Dresser, 2012; Winsler, Kim, & Richard, 2014).

English language learners who were taught with the Round Robin Reading (RRR) program in combination with social emotional learning skills found an increase in managing emotions, empathy towards others, positive relationships, responsible decision making, made more ethical decisions, and were able to make gains towards their learning goals (Dresser, 2012). Dresser stated that students' emotions on how they feel about school and academics influences their academic success. The more positive feelings, the more they feel good about their school and as a result have improved academic performance (Dresser, 2012). With increased academic success in English proficiency, these students' feelings of embarrassment have decreased and their participation has increased (Dresser, 2012). With the diversity of our students increasing, it is imperative to implement social emotional learning skills not only in the reading class, but also across all content areas (Dresser, 2012). This implementation of SEL skills will be able to increase interest, promote a safe and positive environment, encourage reflection, involvement in prosperous academics, and an increase academic success (Dresser, 2012).

Implications for SEL With Minority Students

Research states that one third of African American students drop out or do not graduate from high school due to poverty, mental health issues, drugs, lack of parental support, and counterproductive education (Slaten, Rivera, Shemwell, & Elison, 2016; Somers, Owens, & Piliawsky, 2008). To help these students create positive attitudes about school and graduating, school systems are implementing SEL interventions (Slaten, et al., 2016; Somers, et al., 2008). These interventions provide inter and intra personal skills to help these students in and out of the school environment (Slaten, et al., 2016; Somers, et al., 2008). Somers, et al. study examined ninth grade African American students to determine how social support systems could affect the students' educational attitudes and behaviors, and how these attitudes and behaviors affect their academic achievements. African American students' academic success is determined by the social support of the students' school, parents, peers, and their environment, and therefore, educators find it necessary to involve parents in the learning process (Somers, et al., 2008). The study revealed that positive social emotional support from parents and peers helped urban African American students to succeed academically (Somers, et al., 2008). The most important outcome was that students' positive self-efficacy and aspirations to succeed through social support was more likely to result in academic success (Somers, et al., 2008).

Slaten's, et al. (2016) study used a program called *Fulfill the Dream* (*FTD*) that combines SEL with Social Justice Youth Development (SJYD) interventions with at risk urban, African American students, hoping not only to increasing academic achievement and positive behaviors, but to also create cognizant citizens. An important aspect of SEL

and SJYD is creating personal relationships with adults which makes these students feel accepted and understood and ultimately gain the competencies needed to thrive as productive citizens (Slaten, et al., 2016). The results of this study stated that the students who participated in *FTD* made authentic relationships, increased their self-awareness, developed critical consciousness (awareness of the impact of others and the environment), increased hope about their abilities, increased positive self-talk (internalized speaking), increased self-determination and motivation, and benefited both socially and academically (Slaten, et al., 2016). However, to see an increase in positive SEL skills in urban, African American students, it is important to incorporate authentic experiences in their own culture (Slaten, et al., 2016).

Bavarian, Lewis, DuBois, Vuchinich, Silverthorn, Snyder, Day, Ji, and Flay (2013) state that social emotional learning and character development (SECD) programs, such as Positive Action (PA), have positive academic outcomes with urban, low-income African Americans. This SECD program (i.e. Positive Action) demonstrated an increase in mathematics and reading performances, attendance, and academic motivation, while decreasing a discontent with learning (Bavarian, et al., 2013). The PA intervention is grounded in the Theory of Triadic Influence (TTI), which focuses on social-ecological and health behaviors (Bavarian, et al., 2013). The theory stated that if people are taught positive emotions, social behaviors, and cognitions, it will result in fewer negative emotions and increase the motivation to learn (Bavarian, et al., 2013). The PA program taught students six social emotional learning skills: "self-concept, positive actions for mind and body, positive social-emotional actions focusing on getting along with others, and managing, being honest with, and continually improving oneself" (Bavarian, et al.,

2013, p. 772). This study supports that teaching social emotional skills to students increases academic motivation, achievement of academic and personal goals, purposeful and meaningful engagement, increase positive behavior, emotions, cognitions, and health, increase self-control, problem solving skills, and increase self-regulatory and self-motivation, while decreasing negative behaviors, emotions, cognitions (Bavarian, et al., 2013).

Implications for SEL to Prevent Bullying

Bullying has become a significant problem in the United States (Domino, 2013; Espelage, Low, Van Ryzin, & Polanin, 2015; Espelage, Rose, & Polanin, 2015). Victims of bullying experience depression, social anxiety, low self-esteem, academic failure, and interpersonal challenges (Espelage, Rose, & Polanin, 2015). Espelage, Rose, and Polanin study revealed that bullying, fighting, and victimization can be reduced by implementing prevention programs that include social emotional learning skills (Espelage, Rose, & Polanin, 2015). Espelage, Rose, and Polanin study specifically focused on implementing a clinical trial using Second Step: Students Success Through Prevention (SS-SSTP) with middle school students with disabilities. SS-SSTP involved implementing social emotional learning strategies that focused on empathy, proper communication, emotional regulation, problem solving skills, substance abuse prevention, self-regularity skills, and bullying (Espelage, Rose, & Polanin, 2015). Students who participated in the SS-SSTP intervention had significantly less bullying perpetration than the control group (Espelage, Rose, & Polanin, 2015). Espelage, Rose, and Polanin suggest that interventions using social awareness, self-awareness, self-management, problem solving, and relationship management skills would further reduce bullying.

The National Center for Education Statistics (2016) and Domino (2013) stated that middle school bullying and cyberbullying is on the rise. Intervention research suggested that implementing social emotional learning skills into the school system or classroom curriculum can decrease bullying (Domino, 2013; Espelage, Low, Van Ryzin, & Polanin, 2015; Espelage, Rose, & Polanin, 2015). Domino implemented Take the Lead (TTL) to middle school students to reduce the bullying violence. TTL is a combination of social emotional learning skills and Positive Youth Development (PYD) programs that build social competencies to reduce bullying (Domino, 2013). Through combining SEL and PYD programs, students learn self-efficacy skills that focus lessons in self-awareness, self-management, social awareness, relationship skills, problem solving skills, decision making, communication, and leadership (Domino, 2013). Results of Domino's study stated that students who participated in the TTL program intervention had a decrease in self-reported bullying and bullying behavior as compared to those students in the control group (Domino, 2013).

Espelage, Low, Van Ryzin, & Polanin (2015), research used a SEL program called *Second Step Middle School Program* which focuses on helping students become self-aware and develop problem solving skills. *Second Step Middle School Program* helps reduce negative behaviors by reinforcing positive associations with social skills, empathy, and school connectedness, while discouraging negative associations with aggression, impulsivity, problem behavior, substance abuse, and peers who engage in negative behavior (Espelage, et al., 2015). Espelage, et al., stated that giving students the opportunity to develop positive bonds with responsible peers and adults can reduce delinquent behaviors. Espelage, et al. study concluded that after three years, those

students who participated in the program self-reported fewer delinquent behaviors and as a result decreased problematic behaviors (e.g., bullying, cyberbullying, homophobic name-calling, and sexual harassment) as compared to those students who were in the control group (Espelage, et al., 2015).

Teachers and SEL

Teachers have become increasingly more cognizant of students and how their social and emotional state affects their academic performance (Fleming & Bay, 2004). Teachers have stated that there is a rise in disruptive behavior and mental health problems in the classroom, which significantly impacts the level of teaching and learning (Aubrey & Ward, 2013). When students misbehave, teachers spend less class time teaching and more time disciplining students causing a lack of learning (Aubrey & Ward, 2013). As a result, school systems are moving towards a preventative approach which implements social emotional skills (Aubrey & Ward, 2013). Social emotional learning skills teach students how to manage their behaviors and problems in a healthy manner (Aubrey & Ward, 2013).

Students that are not engaging or participating in class and school activities, lack success and feel an absence of belonging (Christenson & Havsy, 2004). Implementing social emotional learning skills into the curriculum will enhance students' engagement in the classroom (Christenson & Havsy, 2004). Engaging students in classroom curriculum will lead to student success and positive student behavior (Christenson & Havsy, 2004). To increase students' engagement, teachers should create an environment that is supportive of all students by enhancing communication, helping with personal and school problems, and provide opportunities for students to participate and succeed (Christenson

& Havsy, 2004). Teacher pedagogy can also increase student engagement (Christenson & Havsy, 2004). Teaching students social emotional learning skills (e.g. enjoying school, creating personal bonds, fostering autonomy, increasing competence, and increasing motivation), will not only increase student engagement and success, but will also decrease stress (Christenson & Havsy, 2004).

One of the three parts of Bandura's "triadic reciprocal interaction" involved the teacher's belief that the student can flourish, (Bandura, 1978, p. 346; 2001). Based on Bandura's theory, teachers' self-efficacy affects students' self-efficacy (Bandura, 1977; Goddard, Hoy, & Hoy, 2000). Teachers' perceptions can have positive effects on student success (Goddard, Hoy, & Hoy, 2000). Educators need to be trained in social emotional learning and self-efficacy strategies and possess a positive self-efficacy in order for them to have the capacity to believe in their students and to teach them to believe in themselves through social emotional learning skills (Goddard, Hoy, & Hoy, 2000). When teachers believe in the school system, have a positive feeling about the classroom curriculum, and feel valued as an educator and a faculty member, teachers' self-efficacy is increased (Goddard, Hoy, & Hoy, 2000). Positive student achievement is improved when teacher self- efficacy is enhanced throughout the school setting (Goddard, Hoy, & Hoy, 2000). Students' self-efficacy is increased when students' efforts to succeed are reinforced by their teachers (Bandura, 1978, Goddard, Hoy, & Hoy, 2000).

Research Questions

This phenomenological study will be guided by the following central research question:

1. What is the difference in self-efficacy between students who have a personalized classroom, which integrates social emotional learning skills into the curriculum, and students who do not?

The following sub questions will assist in understanding the experiences of personalized social emotional teaching:

2. How do students perceive their own self-efficacy?
3. How do teachers perceive their students' self-efficacy?

Conclusion

The researcher used Bandura's social cognitive theory to illustrate that students, with a more positive self-efficacy, are more confident and therefore are more successful (Bandura, 1989). Research has demonstrated that a curriculum that integrates the five core social emotional learning skill competencies: social awareness, self-awareness, self-management, relationship skills, and responsible decision making, can benefit students by increasing positive behavior and decreasing negative or problematic behavior (CASEL Guide, 2013;2015; Durlak, et al., 2011; Weissberg, et al., 2015; Zins, et al., 2004; Zins & Elias, 2007). As illustrated by the research, students who possess positive social emotional learning skills, are more inclined to have a more positive self- efficacy, resulting in more success as adults and becoming responsible and productive members of society (CASEL Guide, 2013; 2015; Durlak, et al., 2011; Weissberg, et al., 2015; Zins, et al., 2004; Zins & Elias, 2007).

Chapter 3: Methodology

In the previous chapter, a literature review was completed to explore how integrating social emotional learning into the school system and the classroom curriculum can increase students' self-efficacy and as a result increases student achievement, positive behavior, and decreases negative behavior and bullying. CASEL has identified five core competencies that should be a part of any SEL program: self-awareness, self-management, social awareness, relationship skills, and responsible decision making (CASEL Guide, 2013; 2015; Weissberg, et al., 2015). The social emotional learning skills being taught during the personalized class period are based on these five competencies. The proposed quantitative research study provided insight on the incorporation of these skills in the classroom curriculum. The questionnaires provided to the teachers and students were based on CASEL's core competencies. The research investigated students' perceptions of their own self-efficacy and increase of achievement using The U.S. Department of Education School Climate Survey (NCES, 2016). This research also investigated teachers' perceptions of themselves as well as their students' self-efficacy and increase of achievement using The U.S. Department of Education School Climate Survey (NCES, 2016). An analysis of these questionnaires provided information on whether having a classroom that incorporated personalized social emotional learning skills in the curriculum increased students' self-efficacy.

The Schools

The research sites were in a large urban school district in the Southeast region of Florida. There were only four schools in the county that were not implementing SEL skills interventions this year. The researcher selected the high school in which she

worked (control group). The school's demographic breakdown was as follows: 20.0% white, 47.24% Black/African American, 26.7% Hispanic, 2.81% Multi-Racial, 2.89% Asian, 0.28% Native American, and 0.08% Native Hawaiian. There were only three schools in the county that have been implementing SEL skills interventions for 5 years. The researcher selected the school that closely resembled the control group's demographics (experimental group). The school's demographic breakdown was as follows: 17.18% white, 60.1% Black/African American, 17.1% Hispanic, 2.44% Multi-Racial, 2.9% Asian, 0.24% Native American, and 0.04% Native Hawaiian. The individual Hope Valley Public Schools voted on whether to have the SEL intervention of not.

Participants

The participants in this study were included based on the high school they attend. The demographics of the student participants at the experimental school where the SEL intervention (PASL) was being implemented were as follows: 16.9% White, 60.1% Black/African American, 17.1% Hispanic, 2.44% Multi-Racial, 0.24% Native American, and 0.04% native Hawaiian. The participants at the control school where the SEL intervention was not being implemented were as follows: 23.1% White, 40.0% Black/African American, 30.7% Hispanic, 2.8% Multi-Racial, 2.89% Asian, 0.29% Native American, and .08% Native Hawaiian. Since the SEL intervention was already being implemented in some high schools (experimental group), and not being implemented in others (control group), there was no need to advertise for the study. Those students that were enrolled at the specific school that had implemented the SEL initiative was considered the experimental school, while those students that were

enrolled in the school that did not have SEL skills intervention was considered the control school. The participants of the research study consisted of students and teachers. The researcher decided to survey only eleventh grade students (ages 16-18). Those students who attended the experimental school have had three full years of social emotional learning skills during their personalized classroom period since their freshman year. Those students that attended the control school had no social emotional learning skills intervention. Teacher participants at the experimental school included all those who have been implementing Social Emotional Learning skills for two or more years during their personalized classroom period. Teachers in the control school included all those who have been employed for four or more years.

The researcher used a nonprobability convenience sample for this research study. This sampling procedure allowed the researcher to choose subjects based on the conveniences of the researcher (Huck, 2012). The reason for this was because the social emotional learning intervention, PASL, was a county initiative that was being implemented in twenty-eight out of the thirty-two high schools. The experimental school was in its fifth year of the intervention (Rutledge, et al., 2012). The first year of the intervention, however, only implemented the bottom one percentile of the freshman class (Rutledge, et al., 2012). For the past four years, the PASL social emotional learning intervention was implemented with each student as they entered their freshman year and continued thereafter (Rutledge, et al., 2012). The control school has not yet initiated the PASL social emotional learning intervention (Rutledge, et al., 2012).

Instruments

As the data collection tool, the researcher used The U.S. Department of Education School Climate Survey for both students and educators (NCES, 2016). The School Climate Survey was developed by the National Center for Education Statistics (NCES) in conjunction with the American Institutes of Research (NCES, 2016). The School Climate Survey was coauthored by Yan Wang, Kevin Murphy, Christine Kantaparn with Isaiah O'Rear and Rita Foy-Moss as project Officers (NCES, 2016). The School Climate Survey was developed to support two Federal initiatives (Now is the Time Plan and My Brother's Keeper Taskforce) and to measure school climate (NCES, 2016). Measuring school climate was critical for improving the climate or environment of the school (NCES, 2016). By collecting and interpreting reliable and nationally-validated data from students, staff and school personnel, and parents, researchers modified the school climate to meet the needs of students (NCES, 2016). Making data-driven decisions and monitoring progress had a profound impact on improving school climate (NCES, 2016). Improving school climate increased student self-efficacy which resulted in increased student success (NCES, 2016). School climate surveys have been used to understand the environment of a school (CASEL Guide, 2013; 2015; NCES, 2016). When a school has a more positive learning environment, students feel more comfortable and more accepted, and therefore feel more positive which leads to a higher self-efficacy (CASEL Guide, 2013; 2015; NCES, 2016).

The U.S. Department of Education School Climate Survey tested for validity, reliability, and generalizability through a National Benchmark Pilot study (U.S. ED,

2015). To determine if questions would be included in the survey, they had to meet four criteria: a) success on the pilot test, b) provide data that will assist in positively increasing school climate, c) appropriate language for participants, and d) provide a variety of question difficulty (U.S. ED, 2015). Questions that were used in the climate survey underwent a two part analysis. During the first item analysis, questions that were picked to be included in the survey were determined by how they performed on five different evaluations: a) item nonresponse rates (INR), b) identify low response variation, c) identify low factor loadings using the Confirmatory Factor Analysis (CFA), d) identify questions with low values using the point-polyserial correlations, and e) identify out-of-range values using the Rasch analysis (U.S. ED, 2015). After the item analysis was performed, questions that were considered poorly performed received a flagging and were reviewed more closely by the final School Climate Survey (SCLS) instruments to decide if they should be omitted from the set of survey questions (U.S. ED, 2015). When the final set of questions were determined, another set of analysis was implemented to check for validity and reliability (U.S. ED, 2015). Validity was evaluated by differential item functioning used by the Rasch analysis (U.S. ED, 2015). The survey used Cronbach's alpha to evaluate for reliability (U.S. ED, 2015). After the validity and reliability evaluations were completed, the final survey question items were finalized (U.S. ED, 2015).

The researcher used a modified version of The U.S. Department of Education School Climate Survey to meet the needs of the research questions (NCES, 2016). The researcher used the five core competencies of CASEL to alter The U.S. Department of Education School Climate Survey for both students and educators (CASEL Guide,

2013; 2015; NCES, 2016). All questions were specifically selected and paired with the five core competencies of CASEL, six questions per competency. The five core competencies that are acknowledged by CASEL, represent the five competencies that need to be present to demonstrate an effective social emotional learning skills intervention (CASEL Guide, 2013; 2015). Social emotional learning increases students' self-efficacy by implementing the five competencies (CASEL Guide, 2013; 2015). The student survey measured students' social emotional learning skills which manifests itself through self-efficacy. The teacher survey also measured student's social emotional learning skills by looking at how they perceived the effectiveness of the intervention towards students. Both the student and teacher surveys consisted of thirty questions that were specific to SEL (CASEL Guide, 2015). There were six questions per Social Emotional Learning core competency subscale: social awareness, self-awareness, self-management, relationship skills, and responsible decision making (CASEL Guide, 2015). These thirty questions were designed using a Likert scale, with two positive responses, two negative responses, and without a neutral response (NCES, 2016). The other three questions on the student survey consisted of specific categorical variables (e.g. race, gender, and ethnicity). The teacher survey consisted of thirty-four questions. The first four questions consisted of specific categorical variables of the teacher (e.g. race, gender, ethnicity, implementation of a social emotional learning intervention for the control school, and years teaching PASL for the experimental school).

Procedures

The application of SEL in a personalized classroom. Hope Valley Public

Schools in the Southeast region of Florida have adopted the Personalization Academic and Social-Emotional Learning (PASL) framework. The initial phase started in 2009 with identifying schools to participate in the initial prototype. The second tier of this model, selected three schools to be in the preliminary findings. The final phase, which started last year, was a district scale out, which meant twenty-eight of the thirty-two high schools in Hope Valley adopted the PASL model.

The goal of the PASL model was to teach social emotional learning skills to students to increase their academic achievement and to prepare them to be successful after high school (Rutledge, et al., 2012). The PASL model followed five specific strategies to reach the goal: forming educator teams, making intentional points of contact, creating norms for engagement, instructional goal achievement skills, and making intentional use of information (Rutledge, et al., 2012). Each strategy impacted the teacher and their pedagogical practice. Some strategies worked together to develop a stronger connection with the student. The first strategy and the fifth strategy work together (Rutledge, et al., 2012). The first strategy formed Educator Teams (ET) (Rutledge, et al., 2012). The ET includes PASL teachers and a core team. PASL teachers were considered the grade level personalized classroom teacher (Rutledge, et al., 2012). The core team was composed of administrators, guidance counselors, and class sponsors that monitor the cohort of students through all four years of school (Rutledge, et al., 2012). The tracking of students throughout their high school career was called looping (Rutledge, et al., 2012). The fifth strategy suggested that the PASL teacher and the core team collaborated together and share important student information and data to help the ETs to make stronger social connections with the

student (Rutledge, et al., 2012). This sharing of information was an important part of the model because this information allowed the ET to address the needs and wants of students. It allowed for the structuring of meetings and lessons as well as getting extra support to help the students. The ET participated in Professional Development (PD) to align with Marzano evaluations and explore and plan PASL activities (Rutledge, et al., 2012). These activities included assemblies, culture, and ethnic events. ET were considered Small Learning Communities (SLC) (Rutledge, et al., 2012). SLC promoted collaboration and communication between students and teachers which allowed for increased engagement and support (Rutledge, et al., 2012). This allowed students to form a personal connection with an adult within the school setting.

The second, third, and fourth strategies all work together. The second strategy encouraged Intentional Points of Contact (IPC), standards for engagement was the third strategy, and suggestions of how to achieve goals was the fourth strategy (Rutledge, et al., 2012). IPC includes Problem Solving Meetings (PSMs) and Rapid Check-Ins (RCIs) (Rutledge, et al., 2012). PSMs are meetings between the core team, the PASL teacher, and the student (Rutledge, et al., 2012). If the PASL student had a problem, the core team or the student initiates these meetings (Rutledge, et al., 2012). Some of these problems included: discipline, grades, or attendance (Rutledge, et al., 2012). The PASL teacher is in charge of RCIs (Rutledge, et al., 2012). Most RCIs were interactions between the teacher and the student, however they also occurred between other staff members and the student, for example, a custodian asking a student how their day has been (Rutledge, et al., 2012). Another example of RCI was during the personalized classroom, PASL teachers encouraged students to be successful by

establishing positive routines, reinforcing policies and expectations, and positively communicating to parents, while being ethnic and culturally sensitive. Strategies three and four engage teachers and other staff members to help foster positive strategies for success and achievement in and out of the classroom (Rutledge, et al., 2012). The school environment should reflect a caring and nurturing environment, where every staff member and students respects and supports ethnically and culture differences and sensitivity (Rutledge, et al., 2012). It is through personalization, collaboration, and trust that the school places high expectations on academic achievement (Rutledge, et al., 2012). Creating successful goals that allow for students to attain academic achievement is important. Goal setting, monitoring progress, action planning, and implementing socio-emotional skills help students achieve their goals (Rutledge, et al., 2012). Customized lessons implement and reinforce the concern and compassion the teacher demonstrates towards the student (Rutledge, et al., 2012). RCIs also included data chats (Rutledge et al., 2012). The PASL teacher individually sat with the student and discussed grades, scores, likes and dislikes, ambitions, and goals for the future. Other examples of RCIs include acknowledging the student's birthday or attending an extracurricular activity in which the student participates. These examples reiterates the positive social relationship that the teacher and student share. The positive relationships increased the positive sense of student belonging, increase student self-efficacy, and ultimately increase student success and improve behavior.

Design. Before beginning the research, the researcher obtained IRB approval from the local school board as well as the University. To obtain IRB from the local school board, the researcher obtained site approval letters from the two school sites

where the study took place. Once site approval letters were obtained, and the researcher was approved by the local school board IRB, a formal letter describing the purpose of the research and seeking permission was drafted and sent. The researcher applied through written request to the University IRB. After permission was granted, the researcher informed prospective participants of the study and invited them to participate with a letter.

Prior to participation, each participant signed a consent document outlining their consent to take part in the study. The researcher provided the office staff with participant letters to distribute to teachers of eleventh grade students. Teachers gave these letters to students so they could bring the letter home for parental consent. The letter stated the purpose of the study, the importance, and the benefits a professional might obtain from participating in the study. The researchers' number and email address were on the letter for the parent to contact if they had any questions about the survey. The parents had five days to decide if they consented their child participate in the survey. If the parents' consented, the parent signed the form and the student returned it to his/her teacher who then turned it in to the office staff. When all forms were collected the researcher then collected the forms from the office. Only students who had prior consent to participate in the survey from their parents were invited to participate. The researcher provided the office staff with assent letters that were given to the teachers to forward to the students. The assent letter explained the study and the survey, its importance, and the benefits. The researchers' number and email address was on the assent letter for the student to use if there were any questions. After twenty-four hours, if the student consented to the survey, then the teacher distributed the

thirty-three question survey to the student. The survey took no more than thirty minutes to complete. When all surveys were completed, the teacher collected them and gave them back to the office. The researcher collected the completed surveys from the office staff.

The researcher distributed teacher surveys that were accompanied by participation letters to the office staff. The office staff placed these letters and surveys in the mailboxes of only the teachers who have been employed for four or more years at that specific school site. There was no written consent forms because the participation letter concluded with "I understand that completion of this questionnaire implies my consent." The survey took no more than thirty minutes to complete. The researcher gave the teachers seven days to complete and return the survey to the office staff. When all surveys were completed and turned in, the researcher picked them up.

Once all approvals and consents were given, participants were be asked to complete a social emotional learning skills survey (see Appendices A, B, and C for surveys) based on the research questions. To answer the research questions, the researcher used a quantitative design. Only quantitative data was collected to effectively and sufficiently explain the effectiveness of the SEL intervention. The U.S. Department of Education School Climate Survey was based on a Likert scale (NCES, 2016). The school climate survey questions were based on CASEL's five core competencies: social awareness, self-awareness, self-management, relationship skills, and responsible decision making. The survey allowed the researcher to confirm that the implementation of social emotional learning skills in the classroom curriculum increased students' self-efficacy which would ultimately increase student success.

Data analysis. The researcher used an independent *t*-test for the equality of means (M) for this study (Creswell, 2015). The individual *t* tests were divided by social emotional learning competency, for both students and teachers. The researcher compared the survey results of one school incorporating the PASL social emotional learning intervention in the classroom curriculum to another school which was not incorporating SEL skills in the classroom curriculum. The data collected was organized into the five core competencies (social awareness, self-awareness, self-management, relationship skills, and responsible decision making) of social emotional learning set forth by CASEL (CASEL Guide, 2015). The quantitative self-assessment was based on a Lockhart scale and was independently analyzed. Descriptive statistics was broken down into the students and teachers demographics (gender, race, and ethnicity). The student data measured the degree of students' self-efficacy with and without the social emotional learning skills intervention. The teacher data measured the degree in which they perceived the effects of social emotional learning interventions have on students.

Based on CASEL (2013; 2015), there are five core competencies of social emotional learning. The survey questions were broken into five categories, one for each competencies. There were six questions per competency. The researcher used the CASEL Guide (2013; 2015) to categorize The U.S. Department of Education School Climate Survey (NCES, 2016) questions for both students and educators (NCES, 2016). The first competency was social awareness, which dealt with "the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for

behavior and to recognize family, school, and the community resources and supports" (CASEL Guide, 2015, p. 5). This competency aligned to survey questions: (a) I regularly attend school-sponsored events, such as school dances, sporting events, student performances, clubs, organizations, or other school activities, (b) My teachers often connect what I am learning to life outside the classroom, (c) People of different cultural background, races, or ethnicities get along well at this school, (d) This school provides instructional material that reflects my cultural background, ethnicity, and identity, (e) There are lots of chances for students at this school to get involved in sports clubs and other school activities outside of class, and (f) I have lots of chances to be part of class discussions or activities?

The second competency was self-awareness, which dealt with "the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with well-grounded sense of confidence, optimism, and a growth mindset" (CASEL Guide, 2015, p. 5). This aligned to survey questions: (a) My teachers care about me, (b) I feel like I belong, (c) At this school, students talk about the importance of understanding their own feelings and the feelings of others, (d) I am happy to be at this school, (e) I feel socially accepted, and (f) I feel like I am part of this school?

The third competency was self-management, which dealt with "the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals" (CASEL Guide, 2015, p. 5). This competency aligned to survey questions: (a) Adults working at this school help

students develop strategies to understand and control their feelings and actions, (b) My teachers make me feel good about myself, (c) I feel safe at this school, (d) Student at this school fight a lot, (e) Students at this school stop and think before doing anything when they get angry, and (f) Students at this school try to work out their disagreements with other students by talking to them?

The fourth competency was relationship skills, which dealt with "the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed" (CASEL Guide, 2015, p. 6). This aligned to survey questions: (a) Teachers understand my problems, (b) Teachers are available when I need to talk with them, (c) It is easy to talk with teachers at this school, (d) My teachers praise me when I work hard in school, (e) My teachers give me individual attention when I need it, and (f) I can talk to my teachers about problems I am having in class?

The fifth competency was responsible decision-making, which dealt with "the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others" (CASEL Guide, 2015, p. 6). This competency aligned to survey questions: (a) Students respect one another, (b) My teachers expect me to do my best all the time, (c) I can talk to a teacher or adult at this school about something that is bothering me, (d) My teachers make it clear to me when I have misbehaved in class, (e) Adults working at this school reward students for positive behavior, and (f) The things I'm

learning in school are important to me

Limitations

Limitations for this study included the implementation of the social emotional learning intervention (PASL). PASL teachers were not being observed every day to verify that they are truly implementing the social emotional learning skills intervention to fidelity. On the other hand, teachers at the school that was not implementing SEL interventions, may have a hidden curriculum (i.e. teaching skills that may not be in the curriculum, but are taught out of necessity because of a given situation) which may have taught students SEL skills. The research of this study could possibly be limited to the research sites. Because research was conducted at an urban high school, results may not be transferable to other areas that differ.

The data that was collected was based on self-reports. There may be a biased on how students and teachers perceived themselves in this type of situation. Students and educators can over emphasis or under indulge in how they perceived themselves on the questions asked on the survey.

Conclusion

The researcher surveyed all juniors from two different high schools located in an urban Southeastern region of Florida. The teachers that were asked to participate were those who had been employed for more than four years at the control school, and teachers who had been employed and teaching Personalization for Academic and Social Emotional Learning (PASL) for at least two years at the experimental school. The two schools were chosen based on their similar demographics, and that the control school was one of three schools in the county not implementing PASL, while the other

experimental school was one of the first schools to participate in PASL. The researcher used a modified version of The U.S. Department of Education School Climate Survey for both students and educators (NCES, 2016). The survey consisted of thirty social emotional learning questions based on a Likert scale. These thirty questions were grouped together based on five core social emotional learning competencies: social awareness, self-awareness, self-management, relationship skills, and responsible decision making (CASEL Guide, 2013; 2015). The researcher was concerned with the biased that a self-report survey can contain as well as the control school teachers teaching a hidden curriculum of social emotional learning skills, and the experimental school not teaching the social emotional learning skills curriculum to fidelity.

Chapter 4: Results

The purpose of this study was to investigate the integration of Social Emotional Learning (SEL) strategies in the classroom curriculum. Research has demonstrated that integrating SEL strategies into the classroom has positively influenced students' self-efficacy (CASEL Guide, 2013; 2015; Zins & Elias, 2007). Research has shown that students who have a greater self-efficacy exhibit a more positive success (Zins & Elias, 2007). Positive success has been linked to an increase in academic achievement, positive outcomes in life, and increase in students' well-being (Alivernini & Lucidi, 2011; CASEL Guide, 2013; 2015; Cirik 2015; Hallinan, 2008; Mackinnon, 2012; Rhodes, Stevens, & Hemmings, 2011; Rutledge, et al., 2015). Social Emotional Learning programs have revealed positive connections between students and school leading to more success in and out of the school setting (Zins, et al., 2004). The Collaborative for Academic, Social, and Emotional Learning (CASEL) has set forth social emotional skills that the curriculum should include to produce successful programs (CASEL Guide, 2013; 2015; Zins, et al., 2004).

Descriptive Statistics of Participants

For this specific study, two high schools from an urban Southeastern region of Florida were used. Of all the enrolled juniors, eleventh graders, at these two schools were asked to participate in the research, one thousand and seven juniors combined completed the research survey as shown in Table 1.

Table 1
Participants in the Study

	Participants	Gender	Hispanic/Latino	Race
N	Valid	1007	1007	1007
	Missing	22	22	22

The sample was divided almost equally between male and female students as shown in Table 2. Out of the 1007 junior students surveyed, 525 (51%) were males, 482 (46.8%) were females.

Table 2
Distribution of students by Gender for both schools

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	525	51.0	52.1	52.1
	Female	482	46.8	47.9	100.0
	Total	1007	97.9	100.0	
Missing	System	22	2.1		
Total		1029	100.0		

In terms of race, the sample resembles that of the two combined schools. Of the juniors that completed the surveys, 351 (34.1%) were White, 612 (59.5%) were Black or African American, 29 (2.8%) were Asian, 11 (1.1%) were American Indian or Alaska Native, and 4 (.4%) were Native Hawaiian or Pacific Islander as shown in Table 3.

Table 3
Distribution of Students by Race for Both Schools

Race		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White	351	34.1	34.9	34.9
	Black/ African American	612	59.5	60.8	95.6
	Asian	29	2.8	2.9	98.5
	American Indian/ Alaska Native	11	1.1	1.1	99.6
	Native Hawaiian/ Pacific Islander	4	.4	.4	100.0
	Total	1007	97.9	100.0	
Missing	System	22	2.1		
Total		1029	100.0		

In terms of ethnicity, the sample also resembles that of the two combined schools. Out of the juniors surveyed, 245 (23.8%) were Hispanic and 765 (74.1%) were non-Hispanic as shown in Table 4.

Table 4
Distribution of Students by Hispanic/Latino for Both Schools

Ethnicity		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	245	23.8	24.3	24.3
	No	762	74.1	75.7	100.0
	Total	1007	97.9	100.0	
Missing	System	22	2.1		
Total		1029	100.0		

The control group (SPHS) had 454 students complete the survey out of a possible 497 juniors enrolled at the control school. Of the juniors that completed the survey, 248 (54.6%) were males and 206 (45.4%) were females, as shown in Table 5. One hundred ninety-seven (43.4%) of the sampling juniors were White, 234 (52.5%) were Black or African American, 13 (2.9%) were Asian, 8 (1.8%) were American Indian or Alaska Native, and 2 (.4%) were Native Hawaiian or Pacific Islander as shown in Table 6. One hundred fifty four (33.9%) were Hispanic and 300 (66.1%) were non-Hispanic, as shown in Table 7.

Table 5
Distribution of Students by Gender for SPHS (Control School)

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	248	54.6	54.6	54.6
	Female	206	45.4	45.4	100.0
	Total	454	100.0	100.0	

Table 6
Distribution of Students by Race for SPHS (Control School)

	Race	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White	197	43.4	43.4	43.4
	Black/ African American	234	51.5	51.5	94.9
	Asian	13	2.9	2.9	97.8
	American Indian/ Alaska Native	8	1.8	1.8	99.6
	Native Hawaiian/ Pacific Islander	2	.4	.4	100.0
	Total	454	100.0	100.0	

Table 7
Distribution of students by Hispanic/Latino for SPHS (control school)

	Ethnicity	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	154	33.9	33.9	33.9
	No	300	66.1	66.1	100.0
	Total	454	100.0	100.0	

Out of the 585 enrolled juniors from the experimental school (PHS), 553 juniors completed the survey. Out of those juniors, the sample was split almost equally between males and females, 277 (50.1%) were male, 276 (49.9%) were female, as shown in Table 8. Of these 553 juniors from the experimental group, 154 (27.8%) were White, 378 (68.4%) were Black or African American, 16 (2.9%) were Asian, 3 (.5%) were American Indian or Alaska Native, and 2 (.4%) were Native Hawaiian or Pacific Islander, as shown in Table 9. In terms of ethnicity, 91 (16.5%) were Hispanic, 462 (83.5%) were non-Hispanic as shown in Table 10.

Table 8
Distribution of Students by Gender for PHS (Experimental School)

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	277	50.1	50.1	50.1
	female	276	49.9	49.9	100.0
	Total	553	100.0	100.0	

Table 9
Distribution of Students by Race for PHS (Experimental School)

Race		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White	154	27.8	27.8	27.8
	Black/ African American	378	68.4	68.4	96.2
	Asian	16	2.9	2.9	99.1
	American Indian/ Alaska Native	3	.5	.5	99.6
	Native Hawaiian/Pacific Islander	2	.4	.4	100.0
	Total	553	100.0	100.0	

Table 10
Distribution of Students by Hispanic/Latino for PHS (Experimental School)

Ethnicity		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	91	16.5	16.5	16.5
	no	462	83.5	83.5	100.0
	Total	553	100.0	100.0	

All teachers that have taught for more than four years at the control school (SPHS) were asked to participate in the study. Of those eighty-seven teachers, twenty-one completed the survey. Of the twenty-one teachers who participated in the survey at the control school eleven (52.4%) were male, ten (47.6%) were female as shown in Table 11.

Thirteen (61.9%) of the twenty-one teachers were White and eight (38.1%) were Black/ African American as shown in Table 12. One (4.8%) of the teachers was Hispanic and twenty (95.2%) were non-Hispanic as shown in Table 13. All twenty-one teachers at the control school stated that they do not teach Social Emotional Learning strategies, as shown in Table 14.

Table 11
Distribution of Teachers by Gender for SPHS (Control School)

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	11	52.4	52.4	52.4
	Female	10	47.6	47.6	100.0
	Total	21	100.0	100.0	

Table 12
Distribution of Teachers by Race for SPHS (Control School)

Race		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White	13	61.9	61.9	61.9
	Black/ African American	8	38.1	38.1	100.0
	Total	21	100.0	100.0	

Table 13
Distribution of Teachers by Hispanic/Latino for SPHS (Control School)

Ethnicity		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	4.8	4.8	4.8
	No	20	95.2	95.2	100.0
	Total	21	100.0	100.0	

Table 14
Distribution of Teachers by SEL Intervention for SPHS (Control School)

Intervention		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	21	100.0	100.0	100.0

All teachers at the experimental school (PHS) that have been teaching Personalized Academic Social emotional Learning (PASL) for at least two years were asked to participate in the study. Of those fifty-two teachers, twenty completed the survey. Of the twenty teachers who participated in the survey at the experimental school, nine (45%) were male, eleven (55%) were female as shown in Table 15. Seven (35%) of the twenty teachers were White and thirteen (65%) were Black/ African American as shown in Table 16. Two (10%) of the teachers were Hispanic and eighteen (90%) were non-Hispanic, as shown in Table 17. Of the twenty teachers who were surveyed five (25%) have taught Social Emotional Learning skills for two years, eight (40%) have been teaching SEL skills for three years, five (25%) for four years, and two (10%) for five years, as shown in Table 18.

Table 15
Distribution of Teachers by Gender for PHS (Experimental School)

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	9	45.0	45.0	45.0
	Female	11	55.0	55.0	100.0
	Total	20	100.0	100.0	

Table 16
Distribution of Teachers by Race for PHS (Experimental School)

	Race	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White	7	35.0	35.0	35.0
	Black/ African American	13	65.0	65.0	100.0
	Total	20	100.0	100.0	

Table 17
Distribution of Teachers by Hispanic/Latino for PHS (Experimental School)

	Ethnicity	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	10.0	10.0	10.0
	No	18	90.0	90.0	100.0
	Total	20	100.0	100.0	

Table 18
Distribution of Teachers by Years Teaching PASL for PHS (Experimental School)

	Years Teaching PASL	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	25.0	25.0	25.0
	3	8	40.0	40.0	65.0
	4	5	25.0	25.0	90.0
	5	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Descriptive Statistics of Questions

Since research question one was determined by the answers to questions two and three, the researcher will start the descriptive analysis of the results with questions two and three. The results of the surveys were broken down by competency. There were six questions aligned with each competency. The mean was first calculated of all six

questions combined, then was computed into the independent *t* test formula for that competency.

Research Question 2: How do students perceive their own self-efficacy?

***Social awareness*.** The first core competency is social awareness. Each of the six questions in this section deals with students and their own social awareness: (a) I regularly attend school-sponsored events, such as school dances, sporting events, student performances, clubs, organizations, or other school activities, (b) My teachers often connect what I am learning to life outside the classroom, (c) People of different cultural background, races, or ethnicities get along well at this school, (d) This school provides instructional material that reflects my cultural background, ethnicity, and identity, (e) There are lots of chances for students at this school to get involved in sports clubs and other school activities outside of class, and (f) I have lots of chances to be part of class discussions or activities (see Appendices D and E for individual results of the six social awareness questions).

Table 19

Differences Between Schools in the Area of Social Awareness for Students (N=1007)

Social Awareness	School	N	Mean	Std. Deviation	Std. Error Mean
Social Awareness	SPHS	454	9.20	2.301	.108
	PHS	553	5.63	2.456	.104

Table 20
Descriptive Statistics Between Schools in the Area of Social Awareness for Students (N=1007)

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
Social Awareness		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Social Awareness	Equal variances assumed	23.583	1005	.000	3.565	.151	3.269	3.862
	Equal variances not assumed	23.735	987.611	.000	3.565	.150	3.271	3.860

An independent *t* test was used to test the perceived effects of a positive social awareness by implementing a social emotional learning strategies curriculum, revealing a significant difference between conditions, t (1005) = 23.583, p<.05. On average, participants in the school that implemented social emotional learning strategies in the curriculum displayed more positive social awareness than those participants in the school with no social emotional learning strategies curriculum (more positive social awareness: M =5.63, SD = 2.456; less positive social awareness: M =9.20, SD = 2.301). Thus, the hypothesis that implementing social emotional learning strategies in a school's curriculum increases students' social awareness, as shown in Table 19 and 20.

Self-awareness. The second core competency is self-awareness. Each of the six questions in this section deals with students and their own self-awareness: (a) My teachers care about me, (b) I feel like I belong, (c) At this school, students talk about the importance of understanding their own feelings and the feelings of others, (d) I am happy

to be at this school, (e) I feel socially accepted, and (f) I feel like I am part of this school (see Appendices F and G for individual results of the six self-awareness questions).

Table 21
Differences Between Schools in the Area of Self-Awareness for Students (N=1007)

Self-Awareness	School	N	Mean	Std. Deviation	Std. Error Mean
Self-Awareness	SPHS	454	10.63	2.721	.128
	PHS	553	6.03	2.718	.116

Table 22
Descriptive Statistics Between Schools in the Area of Self-Awareness for Students (N=1007)

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
Self-Awareness		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Self-Awareness	Equal variances assumed	26.695	1005	.000	4.597	.172	4.259	4.935
	Equal variances not assumed	26.691	966.689	.000	4.597	.172	4.259	4.935

An independent *t* test was used to test the perceived effects of a positive self-awareness by implementing a social emotional learning strategies curriculum, revealing a significant difference between conditions, t (1005) = 26.695, $p<.05$. On average, participants in the school that implemented social emotional learning strategies in the curriculum displayed more positive self-awareness than those participants in the school with no social emotional learning strategies curriculum (more positive self-awareness: M =6.03, SD = 2.718; less positive self-awareness: M =10.63, SD = 2.721). Thus, the

hypothesis that implementing social emotional learning strategies in a school's curriculum increases students' self-awareness, as shown in Table 21 and 22.

Self-management. The third core competency is self-management. Each of the six questions in this section deals with students and their own self-management: (a) Adults working at this school help students develop strategies to understand and control their feelings and actions, (b) My teachers make me feel good about myself, (c) I feel safe at this school, (d) Student at this school fight a lot, (e) Students at this school stop and think before doing anything when they get angry, and (f) Students at this school try to work out their disagreements with other students by talking to them (see Appendices H and I for individual results of the six self-management questions).

Table 23
Differences Between Schools in the Area of Self-Management for Students (N=1007)

Self-Management	School	N	Mean	Std. Deviation	Std. Error Mean
Self-Management	SPHS	454	10.84	1.772	.083
	PHS	553	7.54	1.909	.081

Table 24
Descriptive Statistics Between Schools in the Area of Self-Management for Students (N=1007)

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
Self-Management		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Self-Management	Equal variances assumed	28.232	1005	.000	3.305	.117	3.075	3.534
	Equal variances not assumed	28.439	989.989	.000	3.305	.116	3.077	3.533

An independent *t* test was used to test the perceived effects of a positive self-management by implementing a social emotional learning strategies curriculum, revealing a significant difference between conditions, $t\ (1005) = 28.232$, $p<.05$. On average, participants in the school that implemented social emotional learning strategies in the curriculum displayed more positive self-management than those participants in the school with no social emotional learning strategies curriculum (more positive self-management: $M = 7.54$, $SD = 1.909$; less positive self-management: $M = 10.84$, $SD = 1.772$). Thus, the hypothesis that implementing social emotional learning strategies in a school's curriculum increases students' self-management, as shown in Table 23 and 24.

Relationship skills. The fourth core competency is relationship skills. Each of the six questions in this section deals with students and their own relationship skills: (a) Teachers understand my problems, (b) Teachers are available when I need to talk with them, (c) It is easy to talk with teachers at this school, (d) My teachers praise me when I

work hard in school, (e) My teachers give me individual attention when I need it, and (f) I can talk to my teachers about problems I am having in class (see Appendices J and K for individual results of the six relationship skills questions).

Table 25
Differences Between Schools in the Area of Relationship Skills for Students (N=1007)

Relationship Skills	School	N	Mean	Std. Deviation	Std. Error Mean
Relationship Skills	SPHS	454	10.63	2.550	.120
	PHS	553	6.11	2.745	.117

Table 26
Descriptive Statistics Between Schools in the Area of Relationship Skills for Students (N=1007)

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
Relationship Skills		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Relationship Skills	Equal variances assumed	26.855	1005	.000	4.522	.168	4.191	4.852
	Equal variances not assumed	27.050	989.741	.000	4.522	.167	4.194	4.850

An independent *t* test was used to test the perceived effects of a positive relationship skills by implementing a social emotional learning strategies curriculum, revealing a significant difference between conditions, $t\ (1005) = 26.855$, $p<.05$. On average, participants in the school that implemented social emotional learning strategies in the curriculum displayed more positive relationship skills than those participants in the school with no social emotional learning strategies curriculum (more positive relationship

skills: *M* =6.11, *SD* = 2.745; less positive relationship skills: *M* =10.63, *SD* = 2.550). Thus, the hypothesis that implementing social emotional learning strategies in a school's curriculum increases students' relationship skills, as shown in Table 25 and 26.

Responsible decision making. The fifth core competency is responsible decision making. Each of the six questions in this section deals with students and their own responsible decision making: (a) Students respect one another, (b) My teachers expect me to do my best all the time, (c) I can talk to a teacher or adult at this school about something that is bothering me, (d) My teachers make it clear to me when I have misbehaved in class, (e) Adults working at this school reward students for positive behavior, and (f) The things I'm learning in school are important to me (see Appendices L and M for individual results of the six responsible decision making questions).

Table 27
Differences Between Schools in the Area of Responsible Decision Making for Students (N=1007)

Responsible Decision Making	School	N	Mean	Std. Deviation	Std. Error Mean
Responsible Decision Making	SPHS	454	10.49	2.178	.102
	PHS	553	5.89	2.449	.104

Table 28
Descriptive Statistics Between Schools in the Area of Responsible Decision Making for Students (N=1007)

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
Responsible Decision Making		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Responsible Decision Making	Equal variances assumed	31.183	1005	.000	4.603	.148	4.313	4.893
	Equal variances not assumed	31.543	998.527	.000	4.603	.146	4.317	4.889

An independent *t* test was used to test the perceived effects of a positive responsible decision making by implementing a social emotional learning strategies curriculum, revealing a significant difference between conditions, t (1005) = 31.183, $p<.05$. On average, participants in the school that implemented social emotional learning strategies in the curriculum displayed more positive responsible decision making than those participants in the school with no social emotional learning strategies curriculum (more positive responsible decision making: M =5.89, SD = 2.449; less positive responsible decision making: M =10.49, SD = 2.178). Thus, the hypothesis that implementing social emotional learning strategies in a school's curriculum increases students' responsible decision making, as shown in Table 27 and 28.

Research Question 3: How do teachers perceive their students' self-efficacy?

***Social awareness*.** The first core competency is social awareness. Each of the six questions in this section deals with teachers and how they perceive their own and their

students' social awareness: (a) This school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or culture background, (b) This school provides instructional materials that reflect students' cultural background, ethnicity, and identity, (c) This school emphasizes showing respect for all students' cultural beliefs and practice, (d) This school provides students with the opportunity to take a lead role in organizing programs and activities, (e) Students are encouraged to get involved in extra-curricular activities, and (f) This school places priority on helping students with their social, emotional, and behavioral problems (see Appendices N and O for individual results of the six social awareness questions).

Table 29
Differences Between Schools in the Area of Social Awareness for Teachers (N=41)

Social Awareness	School	N	Mean	Std. Deviation	Std. Error Mean
Social Awareness	SPHS	21	10.90	1.513	.330
	PHS	20	2.55	1.959	.438

Table 30
Descriptive Statistics Between Schools in the Area of Social Awareness for Teachers (N=41)

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
Social Awareness		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Social Awareness	Equal variances assumed	15.324	39	.000	8.355	.545	7.252	9.458
	Equal variances not assumed	15.227	35.758	.000	8.355	.549	7.242	9.468

An independent *t* test was used to test the perceived effects of a positive social awareness by implementing a social emotional learning strategies curriculum, revealing a significant difference between conditions, t (39) = 15.324, p<.05. On average, participants in the school that implemented social emotional learning strategies in the curriculum displayed more positive social awareness than those participants in the school with no social emotional learning strategies curriculum (more positive social awareness: M =2.55, SD = 1.959; less positive social awareness: M =10.90, SD = 1.513). Thus, the hypothesis that implementing social emotional learning strategies in a school's curriculum increases teachers' perception of their own and their students' social awareness, as shown in Table 29 and 30.

Self-awareness. The second core competency is self-awareness. Each of the six questions in this section deals with teachers and how they perceive their own and their students' self-awareness: (a) Staff does a good job helping parents understand when their child needs to learn social, emotional, and character skills, (b) I feel like I belong, (c) This school looks clean and pleasant, (d) This school is an inviting work environment, (e) The students in my class come to class prepared with the appropriate supplies and books, and (f) School rules are applied equally to all students (see Appendices P and Q for individual results of the six self-awareness questions).

Table 31
Differences Between Schools in the Area of Self-Awareness for Teachers (N=41)

Self-Awareness	School	N	Mean	Std. Deviation	Std. Error Mean
Self-Awareness	SPHS	21	12.43	1.248	.272
	PHS	20	5.15	2.110	.472

Table 32
Descriptive Statistics Between Schools in the Area of Self-Awareness for Teachers (N=41)

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
Self-Awareness		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Self-Awareness	Equal variances assumed	13.526	39	.000	7.279	.538	6.190	8.367
	Equal variances not assumed	13.364	30.551	.000	7.279	.545	6.167	8.390

An independent *t* test was used to test the perceived effects of a positive self-awareness by implementing a social emotional learning strategies curriculum, revealing a significant difference between conditions, $t(39) = 13.526$, $p<.05$. On average, participants in the school that implemented social emotional learning strategies in the curriculum displayed more positive self-awareness than those participants in the school with no social emotional learning strategies curriculum (more positive self-awareness: $M = 5.15$, $SD = 2.110$; less positive self-awareness: $M = 12.43$, $SD = 1.248$). Thus, the hypothesis that implementing social emotional learning strategies in a school's curriculum increases teachers' perception of their own and their students' self-awareness, as shown in Table 31 and 32.

Self-management. The third core competency is self-management. Each of the six questions in this section deals with teachers and how they perceive their own and their students' self-management: (a) I feel safe at this school, (b) The following types of problems occur at this school often: vandalism, (c) The following types of problems

occur at this school often: physical conflicts among students, (d) The following types of problems occur at this school often: student verbal abuse of teachers, (e) Staff at this school always stop bullying when they see it, and (f) This school places a priority on teaching students strategies to manage their stress levels (see Appendices R and S for individual results of the six self-management questions).

Table 33
Differences Between Schools in the Area of Self-Management for Teachers (N=41)

Self-Management	School	N	Mean	Std. Deviation	Std. Error Mean
Self-Management	SPHS	21	7.24	1.670	.365
	PHS	20	7.90	1.021	.228

Table 34
Descriptive Statistics Between Schools in the Area of Self-Management for Teachers (N=41)

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
Self-Management		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Self-Management	Equal variances assumed	-1.522	39	.136	-.662	.435	-1.542	.218
	Equal variances not assumed	-1.539	33.361	.133	-.662	.430	-1.537	.213

An independent *t* test was used to test the perceived effects of a positive self-management by implementing a social emotional learning strategies curriculum, revealing there was no significant difference between conditions, $t\ (39) = -1.522$, $p>.05$. On average, participants in the school that implemented social emotional learning

strategies in the curriculum displayed less or the same self-management than those participants in the school with no social emotional learning strategies curriculum (more positive self-management: *M* =7.24, *SD* = 1.670; less positive self-management: *M* =7.90, *SD* = 1.021). Thus, the hypothesis that implementing social emotional learning strategies in a school's curriculum was incorrect in that it did not increase teachers' perception of their own and their students' self-management, as shown in Table 33 and 34.

Relationship skills. The fourth core competency is relationship skills. Each of the six questions in this section deals with teachers and how they perceive their own and their students' relationship skills: (a) I feel satisfied with the recognition I get for doing a good job, (b) I feel comfortable discussing feelings, worries, and frustrations with my supervisors, (c) This school inspires me to do the very best at my job, (d) People at this school care about me as a person, (e) I can manage almost any student behavior problem, and (f) Staff does a good job helping parents to support their children's learning at home (see Appendices T and U for individual results of the six relationship skills questions).

Table 35
Differences Between Schools in the Area of Relationship Skills for Teachers (N=41)

Relationship Skills	School	N	Mean	Std. Deviation	Std. Error Mean
Relationship Skills	SPHS	21	11.29	1.189	.260
	PHS	20	4.20	2.167	.484

Table 36
Descriptive Statistics Between Schools in the Area of Relationship Skills for Teachers (N=41)

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
Relationship Skills		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Relationship Skills	Equal variances assumed	13.066	39	.000	7.086	.542	5.989	8.183
	Equal variances not assumed	12.892	29.184	.000	7.086	.550	5.962	8.210

An independent *t* test was used to test the perceived effects of a positive relationship skills by implementing a social emotional learning strategies curriculum, revealing a significant difference between conditions, $t\ (39) = 13.006$, $p<.05$. On average, participants in the school that implemented social emotional learning strategies in the curriculum displayed more positive relationship skills than those participants in the school with no social emotional learning strategies curriculum (more positive relationship skills: $M = 4.20$, $SD = 2.167$; less positive relationship skills: $M = 11.29$, $SD = 1.189$). Thus, the hypothesis that implementing social emotional learning strategies in a school's curriculum increases teachers' perception of their own and their students' relationship skills, as shown in Table 35 and 36.

Responsible decision making. The fifth core competency is responsible decision making. Each of the six questions in this section deals with teachers and how they perceive their own and their students' responsible decision making: (a) My level of involvement in decision making at this school is fine with me, (b) Staff at this school

have many informal opportunities to influence what happens within the school, (c) The programs and resources at this school are adequate to support students' learning, (d) Teachers at this school feel responsible to help each other do their best, (e) At this school, students are given the opportunity to take part in decision making, and (f) Administrators involve staff in decision-making (see Appendices V and W for individual results of the six responsible decision making questions).

Table 37
Differences Between Schools in the Area of Responsible Decision Making for Teachers (N=41)

Responsible Decision Making	School	N	Mean	Std. Deviation	Std. Error Mean
Responsible Decision Making	SPHS	21	12.29	1.309	.286
	PHS	20	5.05	1.959	.438

Table 38
Descriptive Statistics Between Schools in the Area of Responsible Decision Making for Teachers (N=41)

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
Responsible Decision Making		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Responsible Decision Making	Equal variances assumed	13.966	39	.000	7.236	.518	6.188	8.284
	Equal variances not assumed	13.833	32.936	.000	7.236	.523	6.171	8.300

An independent *t* test was used to test the perceived effects of a positive responsible decision making by implementing a social emotional learning strategies curriculum, revealing a significant difference between conditions, $t\ (39) = 13.966$, $p<.05$.

On average, participants in the school that implemented social emotional learning strategies in the curriculum displayed more positive responsible decision making than those participants in the school with no social emotional learning strategies curriculum (more positive responsible decision making: M =5.05, SD = 1.959; less positive responsible decision making: M =12.29, SD = 1.309). Thus, the hypothesis that implementing social emotional learning strategies in a school's curriculum increases teachers' perception of their own and their students' responsible decision making, as shown in Table 37 and 38.

Research Question 1: What is the difference in self-efficacy between students who have a personalized classroom, which integrates social emotional learning skills into the curriculum, and students who do not?

Research question one can be answered based on the results of questions two and three. Table 39 and 40 display the results of all five core social emotional competencies for students. The means of all five social emotional learning competencies were first calculated and then computed in the independent *t* test formula.

Table 39
Differences Between Schools in All Five Core Competencies for Students (N=1007)

Five Core Competencies	School	N	Mean	Std. Deviation	Std. Error Mean
Five Core Competencies	SPHS	454	51.79	9.241	.434
	PHS	553	31.20	10.576	.450

Table 40
Descriptive Statistics Between Schools in All Five Core Competencies for Students (N=1007)

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
Five Core Competencies		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Five Core Competencies	Equal variances assumed	32.525	1005	.000	20.592	.633	19.349	21.834
	Equal variances not assumed	32.957	1001.087	.000	20.592	.625	19.366	21.818

A *t* test was used to test the perceived effects for all five core social emotional learning competency skills by implementing a social emotional learning strategies curriculum, revealing a significant difference between conditions, t (1005) = 32.525, $p<.05$. On average, participants in the school that implemented social emotional learning strategies in the curriculum displayed more positive relationship skills than those participants in the school with no social emotional learning strategies curriculum (more positive relationship skills: M =31.20, SD = 10.578; less positive relationship skills: M =51.79, SD = 9.241). Thus, the hypothesis that implementing social emotional learning strategies in a school's curriculum increases students' perceived self-efficacy.

Table 41
Differences Between Schools in All Five Core Competencies for Teachers (N=41)

Five Core Competencies	School	N	Mean	Std. Deviation	Std. Error Mean
Five Core Competencies	SPHS	21	54.14	4.281	.934
	PHS	20	24.85	7.700	1.722

Table 42
Descriptive Statistics Between Schools in All Five Core Competencies for Teachers (N=41)

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
Five Core Competencies		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Five Core Competencies	Equal variances assumed	15.152	39	.000	29.293	1.933	25.383	33.203
	Equal variances not assumed	14.954	29.412	.000	29.293	1.959	25.289	33.297

A *t* test was used to test the perceived effects for all five core social emotional learning competencies skills by implementing a social emotional learning strategies curriculum, revealing a significant difference between conditions, t (39) = 15.152, p<.05. On average, participants in the school that implemented social emotional learning strategies in the curriculum displayed more positive relationship skills than those participants in the school with no social emotional learning strategies curriculum (more positive relationship skills: M =34.85, SD = 7.700; less positive relationship skills: M =54.14, SD = 4.281). Thus, the hypothesis that implementing social emotional learning

strategies in a school's curriculum increases teachers perceived of their own and their students' self-efficacy.

Conclusion

By completing a quantitative research study, 1007 student participants in an urban school system answered thirty social emotional learning survey questions based on a Lockhart scale to identify their perceptions of their self-efficacy, while forty-one educator participants were able to identify their perceptions of their self-efficacy as well as their students'. For all five core social emotional learning competencies, the data revealed that for those students who were exposed to a curriculum that implemented social emotional learning strategies perceived a more positive social awareness, self-awareness, self-management, relationship skills, and responsible decision making than those who were not exposed to a SEL strategies curriculum. For four out of the five core social emotional learning competencies, the data revealed that those teachers who taught a curriculum that implemented social emotional learning strategies perceived their own and their students social awareness, self-awareness, relationship skills, and responsible decision making more positively than those who were not exposed to a SEL strategies curriculum. The one core competency that did not render any significant difference was self-management. The results of the questions stated that those students who experience a curriculum through a personalized classroom that teaches social emotional learning strategies perceive themselves as having a more positive self-efficacy than those students who are not exposed to a SEL strategies curriculum.

Chapter 5: Discussion

According to Elias, Leverett, Duffell, Humphrey, Stephney, and Ferrito (2015), when educators and students are put together in a school environment, it is impossible for teachers not to have an impact on students' social-emotional learning. However, Elias, et al. suggests that it is insufficient to have a haphazard approach that is disconnected from a curriculum to teach these important skills. An important aspect of social emotional learning is that it is part of a cohesive curriculum as well as "synergistically" associated to sources outside the school system (Elias, et al., 2015, p. 33). In a system like this, students realize that it is important to possess social emotional learning skills so that they can accomplish valued goals, promote a healthy well-being, strive to be a responsible adult with sound moral judgements and character, and contribute to the greater good of society (Elias, et al., 2015). Incorporating Social Emotional Learning strategies into the classroom has positively increased students' self-efficacy, which includes five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making (CASEL Guide, 2013; 2015; Elias, et al., 2015; Greenberg, Weissberg, O'Brien, Zins, Fredericks, Resnik, & Elias, 2003; Weissberg, et al.,, 2015; Zins & Elias, 2007). Increasing these five core components have led to positive student success (CASEL Guide, 2013; 2015). Student success helps increase motivation, self-discipline, self-motivation, peer relations, and positive attitudes, which will ultimately lead to a successful life and a productive member of society (Adams, 2013; Durlak, et al., 2011; Johnson & Johnson, 2004; Shectman & Leichtentritt, 2004; Zins, et al., 2007). Students' self-efficacy is increased when they have a more supportive environment, increased sense of belonging, increase self-discipline, determination, positive self-

perceptions, interact and participate more in the classroom setting, and care about their school (Adams, 2013; Bear, et al., 2005; Durlak, et al., 2011; Johnson & Johnson, 2004; Shectman & Leichtentritt, 2004; Zins, et al., 2007). When students perceive a more positive or a greater self-efficacy, they will have a more positive self-worth (Adams, 2013; Bear, et al., 2005; Durlak, et al., 2011; Johnson & Johnson, 2004; Shectman & Leichtentritt, 2004; Zins, et al., 2007). Having a positive self-worth leads to academic success (Bear, et al., 2005).

This quantitative research study surveyed students and teachers to find if students whose curriculum integrated SEL strategies perceived a more positive self-efficacy than those who were not taught SEL skills. All juniors from the control school and the experimental school were asked to participate in the survey. Teachers employed for more than four years at the control school and teachers using PASL for at least two years were asked to participate in the study. The results of the study displayed that in all five core social emotional learning competencies; there was a significant difference that indicated that students who participated in a curriculum that included social emotional learning strategies had a more positive self-efficacy than those students who were not exposed to social emotional learning strategies.

Discussion of Findings

Since the answer to research question one was determined by the responses that students and teachers gave to the surveys that were part of research questions two and three, the researcher will only be discussing the findings of research question one.

Research Question 1: What is the difference in self-efficacy between students who have a personalized classroom, which integrates social emotional learning skills into the curriculum, and students who do not?

The results of the study revealed that students who were taught with a curriculum that includes social emotional learning strategies have an increase in self-efficacy. In all aspects of the five core social emotional learning competencies, there was a positive correlation between those students who were taught SEL strategies and a positive self-efficacy. Positive self-efficacy comes from having a positive outlook on the five core social emotional learning competencies (CASEL Guide, 2013; 2015). Social awareness, self-awareness, self-management, relationship skills, and responsible decision making define what it is to be a successful, productive, and constructive community member (Alivernini & Lucidi, 2011; CASEL Guide, 2013; 2015; Cirik, 2015; Craig, Brown, Upright, & DeRosier, 2015; Davis, Solberg, Beca, & Gore, 2014; Jones, Greenberg, & Crowley, 2015; McKnown, Russo-Ponsaran, Allen, Johnson, & Warren-Khot, 2015; Shechtman & Yaman, 2016). These competencies need to be implemented into a social emotional learning strategies curriculum to increase students' self-efficacy (CASEL Guide, 2013; 2015; Cirik, 2015; Craig, et al., 2015; Davis, et al., 2014; McKnown, et al., 2015). The growing body of research reveals that incorporating social emotional learning strategies into a schools' curriculum has a positive effect on academic success, as well as the students' wellbeing and self-efficacy to be determined to succeed in life (Craig, et al., 2015; Davis, et al., 2014; McKnown, et al., 2015).

An analysis of the research showed that those students who perceived a more positive social awareness had more self-efficacy. The researcher's research reemphasizes

Cirki's (2015) study of the relationship between perceived social support, motivation and academic achievement of students. Cirik's study revealed that there is a positive and significant relationship between social support, motivation, and student achievement in science. Cirik suggests that positive social support from teachers, classmates, and parents, increased the students' curiosity, stimulated meaningful learning, and therefore increased academic achievement. Cirik indicates that students who perceived positive social support increased their interests, which amplified meaningful learning and therefore increased their achievement. Cirik states that when designing a curriculum, social support and motivation should be implemented together.

Social skills training is another part of social awareness. Craig, Brown, Upright, and DeRosier's (2015) research studied children and the implementation of a social skills training program. The program focused on teaching students through a social skills training program, Zoo U (Craig, Brown, Upright, & DeRosier, 2015). The results of their study revealed that those children who participated in the intervention program not only increased their social skills, but also their social satisfaction, positive behavior, more satisfied social relationships, self-confidence, social growth, wellbeing, and self-efficacy as opposed to those in the control group (Craig, Brown, Upright, & DeRosier, 2015). By helping students increase their social confidence, they will ultimately increase their self-efficacy and self-confidence, which will improve their functioning in the real world (Craig, Brown, Upright, & DeRosier, 2015).

With more positive self-efficacy, students are able to increase their motivation, success, positive relationships, determination, as well as decreasing negative decision making, dropout rates, and social attitudes (Alivernini & Lucidi, 2011; Cirik, 2015;

Shechtman & Yaman, 2016). Alivernini and Lucidi studied the relationship between social context, self-efficacy, motivation, academic achievement, and dropout rates. The results of this longitudinal study indicated that the willingness to dropout is reliant on the level of self-determination and motivation of the student: the higher the self-determination, the higher the motivation, and the lower the risk to dropout (Alivernini & Lucidi, 2011). The study also indicated that students' academic performance is impacted by their self-efficacy (Alivernini & Lucidi, 2011). The more positive the student's self-efficacy, the more motivated and determined he or she will be to achieve academically (Alivernini & Lucidi, 2011).

When analyzing the data it revealed that students who perceived themselves as having positive social emotional learning strategies have more success than those that do not. Shechtman and Yaman's (2016) research reiterates the importance of implementing SEL strategies into the curriculum to increase student academic performance, behavior, mental health, and all around success. The study focused on a social emotional learning program that was integrated into a specific content area (affective teaching) to improve relationships, behavior, motivation, and content knowledge (Shechtman & Yaman, 2016). Affective teaching involves learners to explore their thoughts and feelings and become self-aware (Shechtman & Yaman, 2016). Implementing SEL programs in the school setting, allows students to improve their ability to manage school demands (Shechtman & Yaman, 2016). The results of the study demonstrated that when using an affective teaching curriculum, students improved in all skills (e.g., behavior, motivation, and content knowledge), while the control group did not (Shechtman & Yaman, 2016). An important result of the study is that teachers can help students by consistently

implementing SEL skills into their teaching strategies; while taking time out to teach SEL skills to students, it actually improves their academic success (Shechtman & Yaman, 2016).

This research argues that success can be obtained by having positive social emotional learning skills, specifically by possessing positive aspects of the five core competencies: social awareness, self-awareness, self-management, relationship skills, and responsible decision-making. McKown, et al. (2016) research analyzed success in terms of academia. McKown, et al. studied elementary school age students and the relationship between their social emotional learning skills and academic success. The findings demonstrated that those students who have a more developed or more positive set of social emotional learning skills correlates to more advanced academic achievement than those students who have an underdeveloped or negative set of social emotional learning skills (McKown, et al., 2016).

The data collected from this research revealed that those students whose sense of self-efficacy is positive have more success. Positive self-efficacy is measured by having a set of well-established social and emotional learning skills from the five core competencies. Jones, Greenberg, and Crowley's (2015) research agrees with the researcher. Based on Jones, Greenberg, and Crowley research, those kindergarten students who exhibited noncognitive skills, or social emotional learning skills, proved to be more successful adults. Teachers were asked to rate their kindergarten age students on their noncognitive, social emotional learning, skills (Jones, Greenberg, and Crowley, 2015). There was a positive correlation that indicated that students who had more noncognitive skills were more likely to become responsible and productive adults than

those students who had less noncognitive skills (Jones, Greenberg, and Crowley, 2015). Jones, Greenberg, and Crowley describes responsible and productive adults under the domains of education, employment, criminal activity, substance abuse, and mental health.

The researcher's study expresses that those students who perceive themselves as having a positive outlook on all five core social emotional learning competencies have a more positive self-efficacy, which leads to more success. Davis, et al. (2014) research adds to this by correlating that students who possess positive social and emotional learning strategies have positive academic success which leads to positive progress and ultimately graduation. Davis, et al. study of 4,797 students revealed that those students that were at the top 25% of their class had more positive set of social emotional learning strategies than those that were at the bottom 25%. The researcher's study reiterates Davis, et al.'s research that positive social emotional learning strategies can lead to success.

This research data resulted in a more positive self-efficacy with those students who were exposed to a social emotional learning strategies curriculum than those who were not exposed. Taylor, Oberle, Durlak, and Weissberg's (2017) research also yielded positive outcomes from social emotional learning interventions. Taylor, et al.'s research included students from kindergarten through high school and eighty-two universal social emotional learning intervention programs. Their study agreed with the growing body of research stating that students who possess social emotional learning strategies are more prone to be successful, happy, productive, citizens than those without (Taylor, et al., 2017). Taylors, et al.'s research also analyzed post intervention social emotional learning development, outcomes of students from various demographics, and teachers' responsibility with social emotional learning skills interventions. Social emotional

learning skills interventions help students move successfully through life stages and prepares them to become healthy, successful, and productive adults (Taylor, et al., 2017). All students from various backgrounds benefit from a SEL skills curriculum (Taylor, et al., 2017). The third result shows teachers need to play a positive, significant role in implementing a social emotional learning curriculum (Taylor, et al., 2017).

The results of the researcher's study demonstrated how important it is to have a curriculum that integrates social emotional learning strategies. The results of this study are similar to Domitrovich, Durlak, Staley, and Weissberg's (2017) research. Because students spend more time in school than anywhere else, Domitrovich, et al.'s, research advocated for the school system's curriculum to include social emotional learning competences. Domitrovich, et al.'s, review of studies reveal that those students who are deficient in social emotional learning skills have unhealthy relationships, participate in inappropriate or dangerous behavior, participate in delinquent behaviors that lead to incarceration, and substance abuse (Domitrovich, et al., 2017). It is important to recognize that a successful social emotional learning skills intervention produces students who possess social emotional learning skills to develop healthy relationships, avoid risky behavior, make responsible decisions, and obtain academic achievement (Domitrovich, et al., 2017). Social emotional learning interventions can also help the behavior modification process (Domitrovich, et al., 2017).

Implications of Findings

The results of the research verified that those students who were enrolled in the school that did not implement social emotional learning strategies into the curriculum, the control school, demonstrated more negative responses to the survey. Those students that

were enrolled in the school that implemented social emotional learning strategies into the curriculum, the experimental school, demonstrated more positive responses to the survey. Students who were exposed to the five core social emotional learning competencies: social awareness, self-awareness, self-management, relationship skills, and responsible decision making, had a more positive self-efficacy (Alivernini, & Lucidi, 2011; CASEL Guide, 2013; 2015; Cirik, 2015; Craig, et al., 2016; Davis, et al., 2014; Domitrovich, et al., 2017; Elias, et al., 2015; Greenberg, et al., 2003; Jones, Greenberg, & Crowley, 2015; McKown, et al., 2016; Shechtman & Yaman, 2016; Taylor, et al., 2017; Weissberg, et al., 2015; Zins & Elias, 2007). Thus, schools would most likely increase students' self-efficacy if they would integrate the five core social emotional learning skills competencies into the curriculum.

The results also confirmed that those teachers who did not implement social emotional learning strategies into the curriculum, the control school, demonstrated more negative responses to the survey. While those teachers who implemented social emotional learning strategies into the curriculum, the experimental school, demonstrated more positive responses to the survey. Teachers whose curriculum integrated the five core social emotional learning competencies had a more positive self-efficacy as well as creating students who had a more positive self-efficacy (Aubrey & Ward, 2013; CASEL Guide, 2013; 2015; Christenson & Havsy, 2004; Fleming & Bay, 2004; Goddard, Hoy, & Hoy, 2000). Therefore, teachers would most likely increase students' self-efficacy if they would integrate the five core social emotional learning skills competencies into the curriculum.

Many students who answered that they agreed or strongly agreed with the question, “Students at this school fight a lot,” also answered disagree or strongly disagree with the question, “Students respect one another.” More students answered this way that were enrolled in the control school than those students enrolled in the experimental school. This demonstrated that students who sense that their peers do not get along have a lower self-efficacy. This research implied that to increase students’ self-efficacy, as in the experimental school, schools should expose the students to the five core social emotional learning skills competencies. This behavior modification could help encourage a change in how students respond to others (Domitrovich, et al., 2017).

Students who were more involved with the school expressed more positive answers to the rest of the questions. Those students who were less engaged in activities at their schools responded negatively to the rest of the questions. This implies that to increase students’ self-efficacy, schools should encourage students to be engaged in school activities. This would imply that incorporating the five core social emotional learning skills competencies into the curriculum would most likely increase students’ self-efficacy.

Teachers’ satisfaction with the school also yielded different results. Those teachers who seemed to be more satisfied with their school and other staff members, responded more positively to the other questions, than those teachers who were not satisfied with their school or other staff members. This indicated that to increase teachers’ self-efficacy, schools should make educators feel more appreciated. Teachers’ positive self-efficacy and implementation of social emotional learning strategies are important to increase students’ self-efficacy (Taylor, et al., 2017). Therefore, integrating the five core

social emotional learning skills competencies into the curriculum would most likely increase teachers' as well students' self-efficacy.

Discussion of Limitations

Limitations are characteristics of the design or methodology of the study that can affect the findings of the research (Creswell, 2015). These potential weaknesses affect the generalizability of the study as well as the application to practice because of the original design of the study or methods used to establish internal and external validity (Creswell, 2015). A few specific limitations expected at the beginning of the research included: the experimental school not teaching the social emotional learning strategies curriculum to fidelity, the control school teaching social emotional learning strategies as a hidden curriculum, students as well as teachers surveyed are not engaged or are disconnected from the activity, and gender, race and ethnic differences.

Even though educators from the experimental school are supposed to be teaching social emotional learning strategies as part of their curriculum, a limitation is the extent of them teaching it to fidelity. Since the educators were not observed to confirm that they are teaching the social emotional learning skills curriculum to fidelity, the researcher cannot not ensure the reliability of the SEL skills curriculum. It is up to the discretion of the educator to teach the SEL skills curriculum to their students. Because the researcher does not observe the educators curriculum in the study, one educator can teach the students SEL skills to fidelity, while another educator can teach it haphazardly. Botvin and Griffin (2004), Botvin, Griffin, and Nichols (2006) and Jagers, Harris, and Skoog (2015) state that implementation to fidelity and duration have an effect on how students gain and access social emotional learning skills necessary to impact their future success.

A limitation concern for the control school is the teaching of a hidden curriculum of social emotional learning skills. Hidden curriculum is one important aspect of the classroom curriculum. Hidden curriculum is the unwritten curriculum that results from teacher and student interactions (Ornstein & Hunkins, 2013). These interactions implicitly teach students how to be productive members of society (Blasco, 2012; King, 1986). Hidden curriculum instills specific character traits that students should possess to be good citizens. These traits include honesty, morals, and cultural and social respect. Teaching students these qualities prepares them to live in a socially just, democratic society (Çubukçu, 2012). Though the control school does not have a social emotional learning skills curriculum in place, some teachers take it upon themselves to help their students beyond the structured framework of the curriculum. The surveyed educators that participated in the study stated that they did not teach social emotional learning strategies, however, there are over 200 educators on staff and some of those educators could have been teaching SEL skills. Since the researcher did not observe the teachers for this study, it is difficult to confirm that the educators did not use a hidden curriculum that includes teaching social emotional learning strategies to their students.

The third limitation of this research study is the concern of the responses of the self-reports for both students and teachers (Shechtman & Yaman, 2016). This self-reporting can be considered a confounding variable, and therefore may be a threat to internal validity (Creswell, 2015). Students as well as the teachers surveyed could have not been engaged or were disconnected from the activity. The researcher observed that some surveys had the same answers for contradicting questions and therefore concluded that the subjects were arbitrarily answering the questions. The students surveyed were all

eleventh grade students at the end of the school year. Those students that were in good standing of being promoted to their senior year and have completed all requirements thus far, may have had more of a connection with the school than those who are not. The educators who participated in this survey could also have felt disconnected. If these educators were notified about their students' end of year assessments, or observation scores, and they were not positive, then their responses may have been negatively skewed. On the other hand, if the results of these important scores were positive, than the educators responses could have been positively skewed.

Another limitation was the difference in gender. Females seemed to answer more positively to the questions that dealt with feelings, talking, and expressing themselves than those of the male participants. Since the females were about half of the participants, it could have affected the results of the questions in the core competency of relationship skills.

According to the results, the researcher noticed that in many of the questions answered, those that were considered racially and ethnically minority had a more negative survey rating about school subjects, specifically when asked about cultural relevance. Since minorities were the majority in this study, the results could be skewed in the core competencies of social awareness and self-awareness. This limitation revealed that those students who may feel that a subject is not culturally sensitive or socially just to their gender, race, or ethnicity could have a more negative feeling about themselves and their school, thus rating the questions negatively.

Recommendations for Future Research

Overall, teaching a curriculum that includes social emotional learning strategies had a positive effect on how students perceived their self-efficacy. However, future research has the possibility to extend these results and inquire into what makes a successful social emotional learning curriculum in the building of positive self-efficacy within students. The possible questions to be asked for future research could include: (a) does a specific social emotional learning skills curriculum have a higher effect on increasing students perception of positive self-efficacy, (b) what are the effects of a social emotional learning curriculum on a particular group of students, (c) does the teacher presenting the social emotional learning curriculum to or not to fidelity matter on the outcomes of increasing student self-efficacy, and (d) does the gender, race, or ethnicity of students change the way a social emotional learning curriculum should be implemented to get positive? In addition, future research needs to ascertain the extent of social emotional learning curriculums in elementary, middle, and high schools in a variety of schools (i.e. rural, urban, low social-economic status, high social-economic status, etc.).

It is important to confirm which social emotional learning curriculum will help to increase not only students' perception of their self-efficacy but their actual self-efficacy. To answer the first question, a further research study could be a paired sample t-test or a within samples t-test. To do this the researcher could observe, pretest, and posttest one teacher implementing several different social emotional learning curriculums to his/her different classes, to determine which SEL curriculum program had more of a positive effect on the students. Another study could include different classrooms and teachers implementing different curriculum programs to see what posttest positively effects the

students' self-efficacy the most. Another study could include the same students in the same classroom with the same teacher implementing SEL curriculum programs to see what posttest positively effects the students' self-efficacy the most.

To answer the second question for a further research study could be a qualitative study to discover the effects of a social emotional learning curriculum. This could help make programs more productive and meaningful for the teacher and student and also assist with knowing what part of the curriculum could help specific types of students and what will not. To help produce the best results for increasing students' self-efficacy, teachers can customize programs for their students.

Another important aspect to consider is whether teaching a social emotional learning curriculum to fidelity is important in the effects of increasing students' self-efficacy. By the researcher observing the educators teaching the social emotional learning curriculum, the researcher can ensure that the educator is teaching the curriculum to fidelity. The researcher can also determine if teaching the SEL curriculum to fidelity is beneficial to the students' increase in self-efficacy.

The last future research question is to what extent does gender, race, or ethnicity of students play a role in implementing a social emotional learning curriculum to obtain positive results of self-efficacy. Do different students need different types of social emotional learning strategies based on their gender, race, and ethnicity?

Conclusion

This research adds to the growing body of research that provides insight on integrating social emotional learning strategies into the curriculum. The researcher's goal was to examine the difference in self-efficacy between students who have a personalized

classroom, which integrates social emotional learning skills into the curriculum, and students who do not by performing a quantitative research study. This study utilized junior students and teachers from two different urban Southeastern Florida schools, one school implementing a curriculum that integrated social emotional learning skills while the other did not. The subjects were asked to complete thirty survey questions based on five core social emotional learning competencies using the Likert scale. The Collaborative for Academic, Social, and Emotional Learning (CASEL) advocates that to produce a successful program, school systems and classroom curriculum must include five core social emotional learning skill competencies: social awareness, self-awareness, self-management, relationship skills, and responsible decision making (CASEL Guide, 2013; 2015; Elias, et al., 2015; Weissberg, et al., 2015; Zins, et al., 2004).

The data resulted in positive outcomes on all five core social emotional learning skill competencies for those students who were exposed to a curriculum that incorporated SEL strategies, unlike those who were not exposed. This indicates that those students who possess social emotional learning skills have a greater self-efficacy, which can correlate to positive success in and out of the school system (Alivernini, & Lucidi, 2011; Cirik, 2015; Craig, et al., 2016; Davis, et al., 2014; Domitrovich, et al., 2017; Elias, et al., 2015; Greenberg, et al., 2003; Jones, Greenberg, & Crowley, 2015; McKown, et al., 2016; Shechtman & Yaman, 2016; Taylor, et al., 2017). Social emotional learning strategies help students' acquire and effectively apply the knowledge, attitudes, and skills necessary to manage emotions, set and accomplish valued goals, promote a healthy well-being, strive to be a responsible adults with sound moral judgements and character, contribute to the greater good, are socially and self- aware, establish and maintain

positive relationships, feel and show empathy for others, and make responsible decisions (Alivernini, & Lucidi, 2011; Cirik, 2015; Craig, et al., 2016; Davis, et al., 2014; Domitrovich, et al., 2017; Elias, et al., 2015; Greenberg, et al., 2003; Jones, Greenberg, & Crowley, 2015; McKown, et al., 2016; Shechtman & Yaman, 2016; Taylor, et al., 2017; Weissberg, et al., 2015; Zins & Elias, 2007). These positive behaviors increase success, decrease negative behaviors, and produce prosperous and productive community members (Alivernini, & Lucidi, 2011; Cirik, 2015; Craig, et al., 2016; Davis, et al., 2014; Domitrovich, et al., 2017; Elias, et al., 2015; Greenberg, et al., 2003; Jones, Greenberg, & Crowley, 2015; McKown, et al., 2016; Shechtman & Yaman, 2016; Taylor, et al., 2017; Weissberg, et al., 2015; Zins & Elias, 2007). No matter what type of school based social emotional learning program a school system selects to include, incorporating the five core social emotional learning strategy competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making, into the curriculum has positively increased students' self-efficacy (Alivernini, & Lucidi, 2011; CASEL Guide, 2013; 2015; Cirik, 2015; Craig, et al., 2016; Davis, et al., 2014; Domitrovich, et al., 2017; Elias, et al., 2015; Greenberg, et al., 2003; Jones, Greenberg, & Crowley, 2015; McKown, et al., 2016; Shechtman & Yaman, 2016; Taylor, et al., 2017; Weissberg, et al., 2015; Zins & Elias, 2007).

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Appendix A

Student School Climate Survey

ED School Climate Student Survey
U.S. Department of Education National Center for Education Statistics

Directions: Please Circle the answers that best describe you.

1)	Are you male or female?	male	female			
2)	Are you of Hispanic or Latino origin?	yes	no			
3)	What is your race?	White	Black or African American	Asian	American Indian or Alaska Native	Native Hawaiian or Pacific Islander

Directions: Please check the boxes that best answer the following questions.

	For the following, answer Strongly Agree, Agree, Disagree, or Strongly Disagree				
		Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
4)	I regularly attend school-sponsored events, such as school dances, sporting events, student performances, clubs, organizations, or other school activities.				
5)	My teachers often connect what I am learning to life outside the classroom.				
6)	People of different cultural background, races, or ethnicities get along well at this school.				
7)	This school provides instructional material that reflects my cultural background, ethnicity, and identity.				
8)	There are lots of chances for students at this school to get involved in sports clubs and other school activities outside of class.				
9)	I have lots of chances to be part of class discussions or activities.				
10)	My teachers care about me.				

Directions: Please check the boxes that best answer the following questions.

	For the following, answer Strongly Agree, Agree, Disagree, or Strongly Disagree				
		Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
11)	I feel like I belong.				
12)	At this school, students talk about the importance of understanding their own feelings and the feelings of others.				
13)	I am happy to be at this school.				
14)	I feel socially accepted.				
15)	I feel like I am part of this school.				
16)	Adults working at this school help students develop strategies to understand and control their feelings and actions.				
17)	My teachers make me feel good about myself.				
18)	I feel safe at this school.				
19)	Student at this school fight a lot.				
20)	Students at this school stop and think before doing anything when they get angry.				
21)	Students at this school try to work out their disagreements with other students by talking to them.				
22)	Teachers understand my problems.				

Directions: Please check the boxes that best answer the following questions.

	For the following, answer Strongly Agree, Agree, Disagree, or Strongly Disagree				
		Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
23)	Teachers are available when I need to talk with them.				
24)	It is easy to talk with teachers at this school.				
25)	My teachers praise me when I work hard in school.				
26)	My teachers give me individual attention when I need it.				
27)	I can talk to my teachers about problems I am having in class.				
28)	Students respect one another.				
29)	My teachers expect me to do my best all the time.				
30)	I can talk to a teacher or adult at this school about something that is bothering me.				
31)	My teachers make it clear to me when I have misbehaved in class.				
32)	Adults working at this school reward students for positive behavior.				
33)	The things I'm learning in school are important to me.				

Survey modified from: National Center for Education Statistics (NCES). (2016). ED School Climate Surveys (EDSCLS). Washington DC: National Center on Safe and Supportive Learning Environments (NCSSLE). Retrieved from https://safesupportivelearning.ed.gov/sites/default/files/EDSCLS%20Questionnaires.pdf

Appendix B

Teacher School Climate Survey

Control School

ED School Climate Teacher Survey
U.S. Department of Education National Center for Education Statistics

Directions: Please Circle the answers that best describe you. Please indicate if you implement a type of Social Emotional Learning (SEL) strategy in your classroom.

1)	Are you male or female?	male	female			
2)	Are you of Hispanic or Latino origin?	yes	no			
3)	What is your race?	White	Black or African American	Asian	American Indian or Alaska Native	Native Hawaiian or Pacific Islander
4)	Do you implement a Social Emotional Learning (SEL) strategy? If yes, which one?					

Directions: Please check the boxes that best answers the following questions.

	For the following, answer Strongly Agree, Agree, Disagree, or Strongly Disagree				
		Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
5)	This school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or culture background.				
6)	This school provides instructional materials that reflect students' cultural background, ethnicity, and identity.				
7)	This school emphasizes showing respect for all students' cultural beliefs and practice.				
8)	This school provides students with the opportunity to take a lead role in organizing programs and activities.				
9)	Students are encouraged to get involved in extra-curricular activities.				
10)	This school places priority on helping students with their social, emotional, and behavioral problems.				

Directions: Please check the boxes that best answers the following questions.

	For the following, answer Strongly Agree, Agree, Disagree, or Strongly Disagree				
		Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
11)	Staff does a good job helping parents understand when their child needs to learn social, emotional, and character skills.				
12)	I feel like I belong.				
13)	This school looks clean and pleasant.				
14)	This school is an inviting work environment.				
15)	The students in my class come to class prepared with the appropriate supplies and books.				
16)	School rules are applied equally to all students.				
17)	I feel safe at this school.				
18)	The following types of problems occur at this school often: vandalism.				
19)	The following types of problems occur at this school often: physical conflicts among students.				
20)	The following types of problems occur at this school often: student verbal abuse of teachers.				
21)	Staff at this school always stop bullying when they see it.				
22)	This school places a priority on teaching students strategies to manage their stress levels.				

Directions: Please check the boxes that best answers the following questions.

	For the following, answer Strongly Agree, Agree, Disagree, or Strongly Disagree				
		Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
23)	I feel satisfied with the recognition I get for doing a good job.				
24)	I feel comfortable discussing feelings, worries, and frustrations with my supervisors.				
25)	This school inspires me to do the very best at my job.				
26)	People at this school care about me as a person.				
27)	I can manage almost any student behavior problem.				
28)	Staff does a good job helping parents to support their children's learning at home.				
29)	My level of involvement in decision making at this school is fine with me.				
30)	Staff at this school have many informal opportunities to influence what happens within the school.				
31)	The programs and resources at this school are adequate to support students' learning.				
32)	Teachers at this school feel responsible to help each other do their best.				
33)	At this school, students are given the opportunity to take part in decision making.				
34)	Administrators involve staff in decision-making.				

Survey modified from: National Center for Education Statistics (NCES). (2016). ED School Climate Surveys (EDSCLS). Washington DC: National Center on Safe and Supportive Learning Environments (NCSSLE). Retrieved from https://safesupportivelearning.ed.gov/sites/default/files/EDSCLS%20Questionnaires.pdf

Appendix C

Teacher School Climate Survey

Experimental School

ED School Climate Teacher Survey
U.S. Department of Education National Center for Education Statistics

Directions: Please Circle the answers that best describe you. Please indicate how many years you have been teaching Personalized, Academic, and Social Emotional Learning (PASL)

1)	Are you male or female?	male	female			
2)	Are you of Hispanic or Latino origin?	yes	no			
3)	What is your race?	White	Black or African American	Asian	American Indian or Alaska Native	Native Hawaiian or Pacific Islander
4)	Hoe many years have you been teaching PASL?					

Directions: Please check the boxes that best answers the following questions.

	For the following, answer Strongly Agree, Agree, Disagree, or Strongly Disagree				
		Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
5)	This school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or culture background.				
6)	This school provides instructional materials that reflect students' cultural background, ethnicity, and identity.				
7)	This school emphasizes showing respect for all students' cultural beliefs and practice.				
8)	This school provides students with the opportunity to take a lead role in organizing programs and activities.				
9)	Students are encouraged to get involved in extra-curricular activities.				
10)	This school places priority on helping students with their social, emotional, and behavioral problems.				

Directions: Please check the boxes that best answers the following questions.

	For the following, answer Strongly Agree, Agree, Disagree, or Strongly Disagree				
		Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
11)	Staff does a good job helping parents understand when their child needs to learn social, emotional, and character skills.				
12)	I feel like I belong.				
13)	This school looks clean and pleasant.				
14)	This school is an inviting work environment.				
15)	The students in my class come to class prepared with the appropriate supplies and books.				
16)	School rules are applied equally to all students.				
17)	I feel safe at this school.				
18)	The following types of problems occur at this school often: vandalism.				
19)	The following types of problems occur at this school often: physical conflicts among students.				
20)	The following types of problems occur at this school often: student verbal abuse of teachers.				
21)	Staff at this school always stop bullying when they see it.				
22)	This school places a priority on teaching students strategies to manage their stress levels.				

Directions: Please check the boxes that best answers the following questions.

	For the following, answer Strongly Agree, Agree, Disagree, or Strongly Disagree				
		Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
23)	I feel satisfied with the recognition I get for doing a good job.				
24)	I feel comfortable discussing feelings, worries, and frustrations with my supervisors.				
25)	This school inspires me to do the very best at my job.				
26)	People at this school care about me as a person.				
27)	I can manage almost any student behavior problem.				
28)	Staff does a good job helping parents to support their children's learning at home.				
29)	My level of involvement in decision making at this school is fine with me.				
30)	Staff at this school have many informal opportunities to influence what happens within the school.				
31)	The programs and resources at this school are adequate to support students' learning.				
32)	Teachers at this school feel responsible to help each other do their best.				
33)	At this school, students are given the opportunity to take part in decision making.				
34)	Administrators involve staff in decision-making.				

Survey modified from: National Center for Education Statistics (NCES). (2016). ED School Climate Surveys (EDSCLS). Washington DC: National Center on Safe and Supportive Learning Environments (NCSSLE). Retrieved from https://safesupportivelearning.ed.gov/sites/default/files/EDSCLS%20Questionnaires.pdf

Appendix D

Differences in Social Awareness Competency for Students

Social Awareness	School	N	Mean	Std. Deviation	Std. Error Mean
I regularly attend school-sponsored events, such as school dances, sporting events, student performances, clubs, organizations, or other school activities.	SPHS	454	1.49	.799	.038
	PHS	553	1.13	.796	.034
My teachers often connect what I am learning to life outside the classroom.	SPHS	454	1.56	.684	.032
	PHS	553	1.14	.647	.028
People of different cultural background, races, or ethnicities get along well at this school.	SPHS	454	1.80	.547	.026
	PHS	553	.88	.588	.025
This school provides instructional material that reflects my cultural background, ethnicity, and identity.	SPHS	454	1.96	.509	.024
	PHS	553	1.06	.595	.025
There are lots of chances for students at this school to get involved in sports clubs and other school activities outside of class.	SPHS	454	1.14	.641	.030
	PHS	553	.67	.574	.024
I have lots of chances to be part of class discussions or activities.	SPHS	454	1.26	.610	.029
	PHS	553	.75	.547	.023

Appendix E

Descriptive Statistics for Social Awareness Competency for Students

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
Social Awareness		t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
I regularly attend school-sponsored events, such as school dances, sporting events, student performances, clubs, organizations, or other school activities.	Equal variances assumed	7.182	1005	.000	.363	.051	.264	.462
	Equal variances not assumed	7.179	965.673	.000	.363	.051	.264	.462
My teachers often connect what I am learning to life outside the classroom.	Equal variances assumed	9.845	1005	.000	.414	.042	.331	.497
	Equal variances not assumed	9.791	944.383	.000	.414	.042	.331	.497
People of different cultural background, races, or ethnicities get along well at this school.	Equal variances assumed	25.316	1005	.000	.913	.036	.842	.984
	Equal variances not assumed	25.497	989.427	.000	.913	.036	.843	.983
This school provides instructional material that reflects my cultural background, ethnicity, and identity.	Equal variances assumed	25.604	1005	.000	.904	.035	.835	.974
	Equal variances not assumed	25.997	1003.283	.000	.904	.035	.836	.973

There are lots of chances for students at this school to get involved in sports clubs and other school activities outside of class.	Equal variances assumed	12.203	1005	.000	.468	.038	.393	.543
	Equal variances not assumed	12.072	919.078	.000	.468	.039	.392	.544
I have lots of chances to be part of class discussions or activities.	Equal variances assumed	13.796	1005	.000	.503	.036	.432	.575
	Equal variances not assumed	13.649	919.760	.000	.503	.037	.431	.576

Appendix F

Differences in Self-Awareness Competency for Students

Self-Awareness	School	N	Mean	Std. Deviation	Std. Error Mean
My teachers care about me.	SPHS	454	1.80	.618	.029
	PHS	553	.99	.593	.025
I feel like I belong.	SPHS	454	1.51	.647	.030
	PHS	553	.96	.568	.024
At this school, students talk about the importance of understanding their own feelings and the feelings of others.	SPHS	454	2.05	.508	.024
	PHS	553	1.08	.557	.024
I am happy to be at this school.	SPHS	454	1.79	.692	.032
	PHS	553	1.07	.628	.027
I feel socially accepted.	SPHS	454	1.71	.551	.026
	PHS	553	.91	.526	.022
I feel like I am part of this school.	SPHS	454	1.77	.585	.027
	PHS	553	1.01	.569	.024

Appendix G

Descriptive Statistics for Self-Awareness Competency for Students

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
Self-Awareness		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
My teachers care about me.	Equal variances assumed	21.089	1005	.000	.807	.038	.732	.882
	Equal variances not assumed	21.004	950.986	.000	.807	.038	.731	.882
I feel like I belong.	Equal variances assumed	14.487	1005	.000	.555	.038	.480	.630
	Equal variances not assumed	14.305	909.189	.000	.555	.039	.479	.631
At this school, students talk about the importance of understanding their own feelings and the feelings of others.	Equal variances assumed	28.421	1005	.000	.963	.034	.897	1.030
	Equal variances not assumed	28.677	993.741	.000	.963	.034	.898	1.029
I am happy to be at this school.	Equal variances assumed	17.197	1005	.000	.717	.042	.635	.798
	Equal variances not assumed	17.034	925.539	.000	.717	.042	.634	.799
I feel socially accepted.	Equal variances assumed	23.441	1005	.000	.798	.034	.731	.865
	Equal variances not assumed	23.333	948.404	.000	.798	.034	.731	.865
I feel like I am part of this school.	Equal variances assumed	20.741	1005	.000	.757	.037	.686	.829
	Equal variances not assumed	20.684	956.431	.000	.757	.037	.686	.829

Appendix H

Differences in Self-Management Competency for Students

Self-Management	School	N	Mean	Std. Deviation	Std. Error Mean
Adults working at this school help students develop strategies to understand and control their feelings and actions.	SPHS	454	2.00	.467	.022
	PHS	553	.96	.568	.024
My teachers make me feel good about myself.	SPHS	454	1.85	.576	.027
	PHS	553	1.01	.569	.024
I feel safe at this school.	SPHS	454	1.48	.650	.031
	PHS	553	1.16	.566	.024
Student at this school fight a lot.	SPHS	454	1.11	.639	.030
	PHS	553	1.45	.772	.033
Students at this school stop and think before doing anything when they get angry.	SPHS	454	2.23	.595	.028
	PHS	553	1.54	.664	.028
Students at this school try to work out their disagreements with other students by talking to them.	SPHS	454	2.17	.570	.027
	PHS	553	1.42	.672	.029

Appendix I

Descriptive Statistics for Self-Management Competency for Students

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
Self-Management		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Adults working at this school help students develop strategies to understand and control their feelings and actions.	Equal variances assumed	31.141	1005	.000	1.036	.033	.971	1.101
	Equal variances not assumed	31.737	1004.994	.000	1.036	.033	.972	1.100
My teachers make me feel good about myself.	Equal variances assumed	23.323	1005	.000	.846	.036	.774	.917
	Equal variances not assumed	23.295	962.692	.000	.846	.036	.774	.917
I feel safe at this school.	Equal variances assumed	8.529	1005	.000	.327	.038	.252	.402
	Equal variances not assumed	8.414	904.530	.000	.327	.039	.251	.403
Student at this school fight a lot.	Equal variances assumed	-7.569	1005	.000	-.343	.045	-.432	-.254
	Equal variances not assumed	-7.710	1004.927	.000	-.343	.044	-.430	-.256
Students at this school stop and think before doing anything when they get angry.	Equal variances assumed	17.197	1005	.000	.690	.040	.611	.769
	Equal variances not assumed	17.384	997.425	.000	.690	.040	.612	.768

Students at this school try to work out their disagreements with other students by talking to them.	Equal variances assumed	18.833	1005	.000	.749	.040	.671	.827
	Equal variances not assumed	19.137	1003.887	.000	.749	.039	.672	.826

Appendix J

Differences in Relationship Skills Competency for Students

Relationship Skills	School	N	Mean	Std. Deviation	Std. Error Mean
Teachers understand my problems.	SPHS	454	1.95	.548	.026
	PHS	553	1.11	.580	.025
Teachers are available when I need to talk with them.	SPHS	454	1.56	.654	.031
	PHS	553	.96	.549	.023
It is easy to talk with teachers at this school.	SPHS	454	1.85	.571	.027
	PHS	553	1.07	.616	.026
My teachers praise me when I work hard in school.	SPHS	454	1.84	.550	.026
	PHS	553	1.03	.577	.025
My teachers give me individual attention when I need it.	SPHS	454	1.79	.576	.027
	PHS	553	.98	.577	.025
I can talk to my teachers about problems I am having in class.	SPHS	454	1.65	.579	.027
	PHS	553	.96	.522	.022

Appendix K

Descriptive Statistics for Relationship Skills Competency for Students

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
Relationship Skills		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Teachers understand my problems.	Equal variances assumed	23.317	1005	.000	.835	.036	.765	.906
	Equal variances not assumed	23.450	985.695	.000	.835	.036	.766	.905
Teachers are available when I need to talk with them.	Equal variances assumed	15.820	1005	.000	.600	.038	.525	.674
	Equal variances not assumed	15.552	885.233	.000	.600	.039	.524	.675
It is easy to talk with teachers at this school.	Equal variances assumed	20.786	1005	.000	.785	.038	.711	.859
	Equal variances not assumed	20.942	990.309	.000	.785	.037	.712	.859
My teachers praise me when I work hard in school.	Equal variances assumed	22.645	1005	.000	.810	.036	.740	.880
	Equal variances not assumed	22.749	982.482	.000	.810	.036	.740	.880
My teachers give me individual attention when I need it.	Equal variances assumed	22.131	1005	.000	.808	.037	.736	.880
	Equal variances not assumed	22.135	967.787	.000	.808	.037	.736	.880
I can talk to my teachers about problems I am having in class.	Equal variances assumed	19.680	1005	.000	.683	.035	.615	.751
	Equal variances not assumed	19.479	921.858	.000	.683	.035	.615	.752

Appendix L

Differences in Responsible Decision Making Competency for Students

Responsible Decision Making	School	N	Mean	Std. Deviation	Std. Error Mean
Students respect one another.	SPHS	454	2.11	.571	.027
	PHS	553	1.40	.615	.026
My teachers expect me to do my best all the time.	SPHS	454	1.57	.558	.026
	PHS	553	.75	.572	.024
I can talk to a teacher or adult at this school about something that is bothering me.	SPHS	454	1.94	.501	.024
	PHS	553	.96	.568	.024
My teachers make it clear to me when I have misbehaved in class.	SPHS	454	1.17	.621	.029
	PHS	553	.85	.558	.024
Adults working at this school reward students for positive behavior.	SPHS	454	1.85	.642	.030
	PHS	553	1.04	.557	.024
The things I'm learning in school are important to me.	SPHS	454	1.84	.634	.030
	PHS	553	.89	.589	.025

Appendix M

Descriptive Statistics for Responsible Decision Making Competency for Students

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
Responsible Decision Making		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students respect one another.	Equal variances assumed	18.727	1005	.000	.706	.038	.632	.781
	Equal variances not assumed	18.865	989.947	.000	.706	.037	.633	.780
My teachers expect me to do my best all the time.	Equal variances assumed	23.050	1005	.000	.826	.036	.756	.896
	Equal variances not assumed	23.105	975.668	.000	.826	.036	.756	.896
I can talk to a teacher or adult at this school about something that is bothering me.	Equal variances assumed	28.915	1005	.000	.987	.034	.920	1.053
	Equal variances not assumed	29.273	999.852	.000	.987	.034	.920	1.053
My teachers make it clear to me when I have misbehaved in class.	Equal variances assumed	8.608	1005	.000	.320	.037	.247	.393
	Equal variances not assumed	8.519	920.716	.000	.320	.038	.246	.394
Adults working at this school reward students for positive behavior.	Equal variances assumed	21.484	1005	.000	.812	.038	.738	.886
	Equal variances not assumed	21.189	903.212	.000	.812	.038	.737	.887
The things I'm learning in school are important to me.	Equal variances assumed	24.664	1005	.000	.952	.039	.876	1.028
	Equal variances not assumed	24.488	936.756	.000	.952	.039	.876	1.028

Appendix N

Differences in Social Awareness Competency for Teachers

Social Awareness	School	N	Mean	Std. Deviation	Std. Error Mean
This school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or culture background.	SPHS	21	1.90	.436	.095
	PHS	20	.45	.510	.114
This school provides instructional materials that reflect students' cultural background, ethnicity, and identity.	SPHS	21	2.10	.301	.066
	PHS	20	.70	.470	.105
This school emphasizes showing respect for all students' cultural beliefs and practice.	SPHS	21	1.76	.436	.095
	PHS	20	.55	.510	.114
This school provides students with the opportunity to take a lead role in organizing programs and activities.	SPHS	21	1.52	.512	.112
	PHS	20	.40	.503	.112
Students are encouraged to get involved in extra-curricular activities.	SPHS	21	1.29	.644	.140
	PHS	20	.15	.366	.082
This school places priority on helping students with their social, emotional, and behavioral problems.	SPHS	21	2.33	.483	.105
	PHS	20	.30	.470	.105

Appendix O

Descriptive Statistics for Social Awareness Competency for Teachers

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
Social Awareness		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
This school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or culture background.	Equal variances assumed	9.825	39	.000	1.455	.148	1.155	1.754
	Equal variances not assumed	9.787	37.431	.000	1.455	.149	1.154	1.756
This school provides instructional materials that reflect students' cultural background, ethnicity, and identity.	Equal variances assumed	11.376	39	.000	1.395	.123	1.147	1.643
	Equal variances not assumed	11.257	32.070	.000	1.395	.124	1.143	1.648
This school emphasizes showing respect for all students' cultural beliefs and practice.	Equal variances assumed	8.185	39	.000	1.212	.148	.912	1.511
	Equal variances not assumed	8.153	37.431	.000	1.212	.149	.911	1.513
This school provides students with the opportunity to take a lead role in organizing programs and activities.	Equal variances assumed	7.090	39	.000	1.124	.159	.803	1.444
	Equal variances not assumed	7.093	38.960	.000	1.124	.158	.803	1.444

Students are encouraged to get involved in extra-curricular activities.	Equal variances assumed	6.896	39	.000	1.136	.165	.803	1.469
	Equal variances not assumed	6.985	32.020	.000	1.136	.163	.805	1.467
This school places priority on helping students with their social, emotional, and behavioral problems.	Equal variances assumed	13.649	39	.000	2.033	.149	1.732	2.335
	Equal variances not assumed	13.658	38.979	.000	2.033	.149	1.732	2.334

Appendix P

Differences in Self-Awareness Competency for Teachers

Self-Awareness	School	N	Mean	Std. Deviation	Std. Error Mean
Staff does a good job helping parents understand when their child needs to learn social, emotional, and character skills.	SPHS	21	2.29	.463	.101
	PHS	20	.70	.470	.105
I feel like I belong.	SPHS	21	1.52	.512	.112
	PHS	20	.55	.510	.114
This school looks clean and pleasant.	SPHS	21	2.14	.359	.078
	PHS	20	.95	.394	.088
This school is an inviting work environment.	SPHS	21	2.24	.436	.095
	PHS	20	.80	.523	.117
The students in my class come to class prepared with the appropriate supplies and books.	SPHS	21	2.10	.539	.118
	PHS	20	1.30	.571	.128
School rules are applied equally to all students.	SPHS	21	2.14	.359	.078
	PHS	20	.85	.587	.131

Appendix Q

Descriptive Statistics for Self-Awareness Competency for Teachers

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
Self-Awareness		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Staff does a good job helping parents understand when their child needs to learn social, emotional, and character skills.	Equal variances assumed	10.880	39	.000	1.586	.146	1.291	1.881
	Equal variances not assumed	10.876	38.833	.000	1.586	.146	1.291	1.881
I feel like I belong.	Equal variances assumed	6.098	39	.000	.974	.160	.651	1.297
	Equal variances not assumed	6.098	38.913	.000	.974	.160	.651	1.297
This school looks clean and pleasant.	Equal variances assumed	10.147	39	.000	1.193	.118	.955	1.431
	Equal variances not assumed	10.123	38.209	.000	1.193	.118	.954	1.431
This school is an inviting work environment.	Equal variances assumed	9.576	39	.000	1.438	.150	1.134	1.742
	Equal variances not assumed	9.534	37.065	.000	1.438	.151	1.132	1.744
The students in my class come to class prepared with the appropriate supplies and books.	Equal variances assumed	4.587	39	.000	.795	.173	.445	1.146
	Equal variances not assumed	4.580	38.550	.000	.795	.174	.444	1.147
School rules are applied equally to all students.	Equal variances assumed	8.556	39	.000	1.293	.151	.987	1.598
	Equal variances not assumed	8.459	31.160	.000	1.293	.153	.981	1.605

Appendix R

Differences in Self-Management Competency for Teachers

Self-Management	School	N	Mean	Std. Deviation	Std. Error Mean
I feel safe at this school.	SPHS	21	1.24	.625	.136
	PHS	20	.65	.489	.109
The following types of problems occur at this school often: vandalism.	SPHS	21	.76	.539	.118
	PHS	20	2.05	.394	.088
The following types of problems occur at this school often: physical conflicts among students.	SPHS	21	.71	.561	.122
	PHS	20	1.75	.550	.123
The following types of problems occur at this school often: student verbal abuse of teachers.	SPHS	21	.86	.478	.104
	PHS	20	1.85	.366	.082
Staff at this school always stop bullying when they see it.	SPHS	21	1.52	.602	.131
	PHS	20	.75	.550	.123
This school places a priority on teaching students strategies to manage their stress levels.	SPHS	21	2.14	.359	.078
	PHS	20	.85	.366	.082

Appendix S

Descriptive Statistics for Self-Management Competency for Teachers

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
Self-Management		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
I feel safe at this school.	Equal variances assumed	3.344	39	.002	.588	.176	.232	.944
	Equal variances not assumed	3.364	37.627	.002	.588	.175	.234	.942
The following types of problems occur at this school often: vandalism.	Equal variances assumed	-8.699	39	.000	-1.288	.148	-1.588	-.989
	Equal variances not assumed	-8.765	36.610	.000	-1.288	.147	-1.586	-.990
The following types of problems occur at this school often: physical conflicts among students.	Equal variances assumed	-5.967	39	.000	-1.036	.174	-1.387	-.685
	Equal variances not assumed	-5.970	38.962	.000	-1.036	.173	-1.387	-.685
The following types of problems occur at this school often: student verbal abuse of teachers.	Equal variances assumed	-7.436	39	.000	-.993	.134	-1.263	-.723
	Equal variances not assumed	-7.485	37.328	.000	-.993	.133	-1.262	-.724
Staff at this school always stop bullying when they see it.	Equal variances assumed	4.292	39	.000	.774	.180	.409	1.139
	Equal variances not assumed	4.301	38.940	.000	.774	.180	.410	1.138
This school places a priority on teaching students	Equal variances assumed	11.419	39	.000	1.293	.113	1.064	1.522

strategies to manage their stress levels.	Equal variances not assumed	11.413	38.802	.000	1.293	.113	1.064	1.522

Appendix T

Differences in Relationship Skills Competency for Teachers

Relationship Skills	School	N	Mean	Std. Deviation	Std. Error Mean
I feel satisfied with the recognition I get for doing a good job.	SPHS	21	2.14	.478	.104
	PHS	20	.70	.571	.128
I feel comfortable discussing feelings, worries, and frustrations with my supervisors.	SPHS	21	1.95	.384	.084
	PHS	20	.65	.489	.109
This school inspires me to do the very best at my job.	SPHS	21	2.00	.316	.069
	PHS	20	.70	.470	.105
People at this school care about me as a person.	SPHS	21	1.76	.539	.118
	PHS	20	.60	.503	.112
I can manage almost any student behavior problem.	SPHS	21	1.33	.658	.144
	PHS	20	.70	.470	.105
Staff do a good job helping parents to support their children's learning at home.	SPHS	21	2.10	.301	.066
	PHS	20	.85	.489	.109

Appendix U

Descriptive Statistics for Relationship Skills Competency for Teachers

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
Relationship Skills		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
I feel satisfied with the recognition I get for doing a good job.	Equal variances assumed	8.787	39	.000	1.443	.164	1.111	1.775
	Equal variances not assumed	8.749	37.114	.000	1.443	.165	1.109	1.777
I feel comfortable discussing feelings, worries, and frustrations with my supervisors.	Equal variances assumed	9.504	39	.000	1.302	.137	1.025	1.580
	Equal variances not assumed	9.448	36.053	.000	1.302	.138	1.023	1.582
This school inspires me to do the very best at my job.	Equal variances assumed	10.435	39	.000	1.300	.125	1.048	1.552
	Equal variances not assumed	10.337	33.068	.000	1.300	.126	1.044	1.556
People at this school care about me as a person.	Equal variances assumed	7.130	39	.000	1.162	.163	.832	1.492
	Equal variances not assumed	7.142	38.985	.000	1.162	.163	.833	1.491
I can manage almost any student behavior problem.	Equal variances assumed	3.529	39	.001	.633	.179	.270	.996
	Equal variances not assumed	3.558	36.224	.001	.633	.178	.272	.994

Staff do a good job helping parents to support their children's learning at home.	Equal variances assumed	9.870	39	.000	1.245	.126	.990	1.500
	Equal variances not assumed	9.759	31.285	.000	1.245	.128	.985	1.505

Appendix V

Differences in Responsible Decision Making Competency for Teachers

Responsible Decision Making	School	N	Mean	Std. Deviation	Std. Error Mean
My level of involvement in decision making at this school is fine with me.	SPHS	21	1.95	.384	.084
	PHS	20	.80	.410	.092
Staff at this school have many informal opportunities to influence what happens within the school.	SPHS	21	1.81	.402	.088
	PHS	20	.85	.366	.082
The programs and resources at this school are adequate to support students' learning.	SPHS	21	2.19	.402	.088
	PHS	20	.80	.410	.092
Teachers at this school feel responsible to help each other do their best.	SPHS	21	2.00	.000	.000
	PHS	20	.85	.366	.082
At this school, students are given the opportunity to take part in decision making.	SPHS	21	2.19	.402	.088
	PHS	20	.85	.366	.082
Administrators involve staff in decision-making.	SPHS	21	2.14	.359	.078
	PHS	20	.90	.308	.069

Appendix W

Descriptive Statistics for Responsible Decision Making Competency for Teachers

		t-test for Equality of Means						
							95% Confidence Interval of the Difference	
Responsible Decision Making		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
My level of involvement in decision making at this school is fine with me.	Equal variances assumed	9.286	39	.000	1.152	.124	.901	1.403
	Equal variances not assumed	9.271	38.484	.000	1.152	.124	.901	1.404
Staff at this school have many informal opportunities to influence what happens within the school.	Equal variances assumed	7.972	39	.000	.960	.120	.716	1.203
	Equal variances not assumed	7.990	38.926	.000	.960	.120	.717	1.202
The programs and resources at this school are adequate to support students' learning.	Equal variances assumed	10.953	39	.000	1.390	.127	1.134	1.647
	Equal variances not assumed	10.948	38.811	.000	1.390	.127	1.134	1.647
Teachers at this school feel responsible to help each other do their best.	Equal variances assumed	14.394	39	.000	1.150	.080	.988	1.312
	Equal variances not assumed	14.038	19.000	.000	1.150	.082	.979	1.321
At this school, students are given the opportunity to	Equal variances assumed	11.137	39	.000	1.340	.120	1.097	1.584

take part in decision making.	Equal variances not assumed	11.163	38.926	.000	1.340	.120	1.098	1.583
Administrators involve staff in decision-making.	Equal variances assumed	11.882	39	.000	1.243	.105	1.031	1.454
	Equal variances not assumed	11.927	38.599	.000	1.243	.104	1.032	1.454